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ABSTRACT

This yearbook of PETRA, the European Community's program for providing youths with vocational training and preparing them for adulthood and work, contains 14 articles: "PETRA's Added Value" (Welbers); "Beyond the Fallen Wall" (Hanf); "Project Report: A Flyweight Becomes a Bricklayer"; "PETRA's Southern Tip" (Kourkouta, Chatzipanagiotou); "Placements in 1992" (Poulsen); "PETRA--A Parliamentarian's Viewpoint" (Banotti); "Taking Part in Placements" (Watters); "Project Report: The Rats from Vesterbro"; "The Youth Initiative Projects (YIPs)" (De Wachter); "Youth Initiative Theme Based Partnerships" (Morin); "Project Report: 'Otherwise It Would Be Like Any Other Job'"; "Environmental Issues" (Oliveira); "The Contribution of the PETRA Research Partnerships" (Meijer); and "The Formative Years" (Mercer). Activities summarized include the following: (1) providing persons aged 27 and under with initial vocational training and work experience placements; (2) helping training bodies, enterprises, and trade unions benefit from the European Network of Training Partnerships (ENTP); (3) enabling youths to develop their own YIP training projects and job creation activities; (4) helping member states establish working links between national vocational guidance systems; (5) supporting related dissemination and research activities; (6) enabling participation of approximately 8,760 youths in training/work experiences in another member state in 1992; (7) arranging 10,415 placements for 1993; (8) adding 154 projects to the ENTP in 1992 and 169 in 1993; (9) adding 13 YIPs in 1993; and (10) establishing a community network of national career guidance information centers. Lists of PETRA advisory committee and national coordination unit members and a fact sheet on PETRA components, budget, and outcomes are appended. (MN)

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TASK FORCE
HUMAN RESOURCES
EDUCATION
TRAINING
YOUTH

**PETRA**

# PETRA YEARBOOK 1992 - 1993

U.S. DEPARTMENT OF EDUCATION
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COMMISSION OF THE EUROPEAN COMMUNITIES

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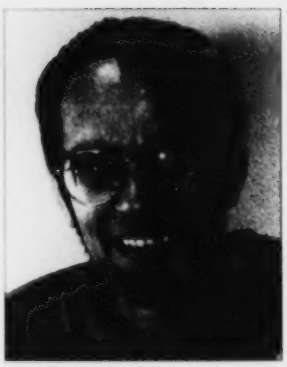
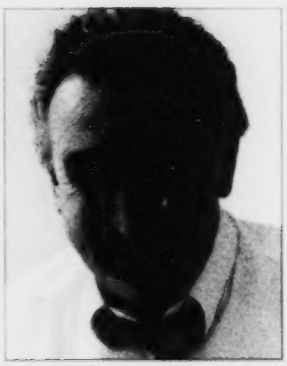


Kees Meijer



Allen Mercer

The Community's education and training strategy, including the training of young people, is in the process of radical transformation. The Commission has now adopted its guidelines for Community action in the field of education and training, providing material for discussion on the future of Community policies following the current phases of the various programmes, including ***PETRA*** which is the Community programme for the vocational training of young people and their preparation for adult and working life.

At this important stage of development in Community education and training policy, particularly as regards young people, it is useful to provide a brief photograph of the operation of ***PETRA*** from 1992, i.e. the second phase of the Programme, during which significant new elements were incorporated, such as transnational placements. This Yearbook gives a number of personal insights into the Programme, highlighting in particular these training and work experience placements, as well as the work done under the European Network of Training Partnerships, the Research Partnerships and Youth Initiative Projects which were established during the first phase and have been continued during the second phase of the Programme. While featuring these specific elements of the Programme, the Yearbook also identifies the overall impact of ***PETRA*** at Community level and at Member State level in Greece and in the New Länder of Germany. Finally, we take a glance back to reflect on the results of the first phase of the Programme which provided the experience and structure to ensure the successful launch and subsequent implementation of the enlarged Programme.

All of the activities described in this Yearbook have only been made possible through the involvement of many people : the organisers of the projects and placements at local and regional level; at national level, the staff of the ***PETRA*** National Coordination Units and members and observers in the ***PETRA*** Advisory Committee; at Community level, those concerned with the management and development of the Programme in the Petra Youth Bureau or here, within the Task Force Human Resources. I would like to take this opportunity of thanking all of them for the time and effort which they have spent in working for the realisation of ***PETRA***'s aims namely, to raise the standards and quality of initial vocational training and to add a Community dimension to the design and implementation of vocational training policies.

Tim Mawson, Responsible for the ***PETRA*** Programme
Task Force Human Resources, Education, Training and Youth

Gerhard Welbers :

## ***PETRA***'s Added Value

*In the field of youth training, **PETRA** has an ambitious developmental role to fulfil, especially when it comes to those extra benefits which should result from action being taken at Community, rather than Member State, level. Gerhard Welbers, Director of the Petra Youth Bureau, draws attention to this added value of **PETRA**.*

## The enlarged Programme

The second phase of ***PETRA*** continues the activities initiated under ***PETRA*** since 1988 , whilst at the same time considerably extending its range of action to cover new fields. The new, enlarged ***PETRA*** now incorporates, in Action I, the former Young Workers' Exchange Programme and has as Action III Community support for co-operation between the vocational guidance services of Member States. In this way, ***PETRA*** provides a single framework for Community action in support of the vocational training of young people up to, and including, the age of 27.

While the first phase of ***PETRA*** was centrally managed by the Commission, a large part of the management of ***PETRA*** is now decentralised. For Action I (training and work experience placements in another Member State), coordination and financial administration is provided by National Coordination Units (NCUs) which were designated by the individual Member States. This means that Member States are not only beneficiaries, but also share the responsibility for the management and the practical implementation of this part of the Programme with the Commission.

For Action II (European Network of Training Partnerships and Youth Initiative Projects) and Action III (Vocational Guidance), a centralised element has been maintained in order to ensure the effective networking of the projects involved. Final decisions about the funding of such projects are taken by the Commission on the basis of proposals submitted by Member States via the NCUs.

The Actions launched under ***PETRA*** are designed to assist Member States to achieve the objectives of the Decision, and to demonstrate practical ways to implement the Community's overall policy in the field of youth training. In this sense, ***PETRA*** has, above all, an ambitious developmental role to fulfil. Here we try to identify some of the main "added value" benefits of the Programme for the further development of the Community. ■

Some of the main elements of the developmental role of the ***PETRA*** Programme are highly relevant for the growth of a European market place of qualifications and training.These include the introduction of a Community dimension into initial vocational training curricula, the stimulation of transnational cooperation and partnership and the promotion of mutual understanding of systems. Training which takes account of the enlarged Community framework for work and vocational careers, and reflects the specific needs and opportunities of a new economic space without frontiers, is the main product sought on a European training market. This type of training can not be developed in a purely national context, as it is created through joint transnational work, the exchange of experience and the transfer of good practice.

By publicising and providing financial and technical support to transnational exchanges and development work, ***PETRA*** has already, during its first phase, provoked an upsurge of interest at all levels in the training world, in Community aspects of training and in cooperation with partners in other Member States. It has also promoted the idea amongst training establishments, of "shopping around" for innovative "products" (methods, materials, courses) and other training support and offering in turn their own specific experience and practice. To some extent, this has fostered a certain form of entrepreneurial spirit in the training establishments, which was enhanced through their search for partnership at local or regional level and which helped them to play a new, more pro - active role on the training market.

The training and work experience placements in another Member State (Action I) and jointly developed training modules (Action II) must be based on a mutually agreed definition of training objectives, fully integrated in the training process and duly certified. This requirement implies a new, more rigorous approach to increasing the responsiveness of initial training systems to jointly perceived needs arising from structural and other changes within the Community.

The consumer's role in this "Market Place" should not be forgotten. In Action III, a Community network of national guidance centres is being established and transnational courses are being developed which will provide training for counsellors on the European aspects of vocational guidance. Both of the measures will help to ensure that young people have access to information and advice on the vocational training options which are available to them throughout the Community. ■

The vocational qualification of the Community's workforce is an essential production factor. Its further development is crucial for maintaining and increasing the competitiveness of firms. Vocational qualifications will need not only to meet higher standards, but also to reflect more strongly the requirements of firms which operate transnationally or are in other ways exploring the new possibilities opened up by the Internal Market.

The general policy which underlies the ***PETRA*** Programme clearly recognises the links which exist between training and economic and industrial competitiveness. By supporting Member State action to achieve higher participation rates in initial vocational training and to revise its status and attractiveness, ***PETRA*** makes a contribution to ensuring that the highest possible number of new entrants to the labour market have a recognised vocational qualification.

Enterprises are encouraged to take an active part in the various actions of the Programme. Through their involvement in transnational training partnerships and the opportunities offered to their trainees and young workers to benefit from a training placement in another Member State, firms are able to develop transnational experience amongst their staff. This is especially important for small and medium sized enterprises (SMEs) where such opportunities rarely exist. The experience of such cooperation and exchange can sensitise firms to develop a more pro-active attitude and to explore new approaches to training. The effect in terms of competitiveness will not only be seen in increased competence of staff but also in a greater appeal of individual firms to potential new recruits. This can be a particular asset in periods of demographic decline.

The specific actions funded under ***PETRA*** are explicitly intended to improve the quality of initial training and to raise the standards for vocational qualifications:

■ the transnational training and work experience placements (Action I) are piloting the introduction of a new quality, i.e. a practical Community dimension, into vocational qualifications. In a medium term perspective, the further development of this type of activity should lead to a situation where transnational training experience forms a more regular feature of the mainstream training systems;

■ the European Network of Training Partnerships provides a seed-bed for experimental action to adapt vocational curricula and their delivery to new European labour market needs. It is especially focused on the joint development and implementation of training modules and the joint training of trainers. Each year about

150 new projects are admitted, while an equal number cease to receive funding from the Programme. This "rotation" process is a cost-effective way of ensuring maximum impact on the different types of training provision in all Member States.

In addition, the Youth Initiative strand of the Network could be described as a specific form of project work, managed by the young people themselves, which provides an alternative learning environment to that offered by traditional training establishments. Its particular value for firms is to be found in the contribution of such projects to the development of entrepreneurial spirit amongst young people, and of qualities such as the assumption of responsibility, ability to carry through a plan and to evaluate one's own performance, to work in a team and communicate well.

All these actions have a direct or indirect effect on the competitiveness of firms, in that they contribute to raising the qualification of the workforce and thus to preserving and improving one of the essential preconditions for a healthy European economy. ■

Economic and social cohesion in the European Community

The discrepancies between Member States in relation to participation in initial vocational training and the uneven development of training resources in the different regions of the Community are serious factors affecting the economic and social cohesion of the Community.

The analysis carried out under the first phase of ***PETRA*** has highlighted considerable disparities between the Member States in terms of young people's participation in post-compulsory education and training, with variations in national participation rates ranging between 50% and 100% for 16 year olds, between 40% and over 90% for 17 year olds and between 30% and 80% for 18 year olds. ***PETRA*** offers support to underpin Member States' activities to increase the participation of young people in vocational training and to monitor current developments. By networking actions throughout the whole Community, the ***PETRA*** Programme creates practical facilities for cooperation, the exchange of experience and transfer of methodology and know-how in the initial training field.

As regards the transnational placements in Action I, the decentralised management through NCUs facilitates an effective response to regional priorities and needs (e.g. assistance in the choice of partners in other Member States, advice on the preparation of exchanges etc.). To ensure a balanced flow of exchanges in the Community, the regulations for Action I specify that the number of placements with

another Member State should not exceed more than 30% of the total number of placements allocated to the "sending" Member State.

In Action II, the Commission and the NCUs carefully monitor the situation to ensure that a balanced participation of the different regions is ensured. Positive action is taken, e.g. workshops, information activities, advice and other forms of technical assistance, to develop cooperation between the more advanced and the less developed regions. Experience from the first phase of ***PETRA*** illustrates that this process has worked successfully, certainly as far as South-North cooperation is concerned. Special provision has also been made to facilitate the active participation of "peripheral" Member States and those with a low gross domestic product.

All projects implemented under Action III (i.e. the setting up of national centres to join the Community wide network of guidance information points, and transnational activities for the training of guidance counsellors) have a specific remit to cooperate with their homologues in at least three other Member States. Special attention is being given to the development of cooperation between Southern and Northern Member States. ■

## European Citizenship

The development of a Community dimension in all forms of initial vocational education and training is a crucial factor in promoting European Citizenship. The period of initial training forms an important part of young people's socialisation during which their attitudes and aspirations, their views of life and perception of society take a more distinct shape. Practical European experience has a strong effect on young people's awareness of the Community and ***PETRA*** constitutes a major Community effort in support of this process, through the promotion of vocational exchanges which enhance both awareness of European diversity and of its common features.

***PETRA*** also offers opportunities for exchange and transnational cooperation to young people and operators in the training field which are not, or only to a lesser extent, provided through national initiatives. For many of the beneficiaries of the Programme this appears to be a tangible demonstration of the practical value of Community initiatives in the support of the individual European citizen.

Through its mode of operation, ***PETRA*** provides a good example of Community response to individual needs. Young people themselves, and the social environment in which they live, can experience through ***PETRA*** a new approach to the reality of the

Community. Parents can appreciate the value of action which improves their children's access to a wider range of opportunities in the Community, trainers and teachers can find support in preparing their trainees for a European labour market and employers can actively use their participation in ***PETRA*** to meet new skill requirements. ■

## Increased mobility in education and training

The priority objectives for ***PETRA*** are to make a Community contribution to policy development in the field of initial vocational education, to improve the quality of training provision and to increase young people's participation and success in vocational training. The issue of mobility in education and training is directly connected to the objective of introducing a Community dimension into the contents and processes of initial vocational training. ***PETRA***'s transnational training placements familiarise young people with the idea of working and living in another Member State and experience shows that a number of young people return to their host country for a longer period of work after their placement.

Furthermore, the new European experience and expertise acquired by training staff through ***PETRA*** has a strong effect on the attractiveness and credibility, and subsequently the diffusion, of a more Community centred approach to training and the introduction of a greater European dimension into existing courses.

The joint development and implementation of training modules (Action II) facilitates the comparability and recognition of the vocational qualifications to which they contribute. Almost 25% of the projects which completed their joint work programme under the first phase of ***PETRA*** yielded practical results in the area of joint assessment and certification.

In the vocational guidance activity of Action III, the provision of information on training or study opportunities, comparability of qualifications and living and working conditions in other countries will also serve to promote greater mobility in the areas of education and training. ■

## ***PETRA*** is prepared

Article 127 of the Maastricht Treaty on European Union proposes a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organisation of vocational training.

It also states that the Community action to be taken within this policy shall aim to :

■ "facilitate adaptation to industrial changes, in particular through vocational training and retraining;

■ improve initial and continuing vocational training in order to facilitate vocational integration and reintegration into the labour market;

■ facilitate access to vocational training and encourage mobility of instructors and trainees and particularly young people;

■ stimulate co-operation on training between educational or training establishments and firms;

■ develop exchanges of information and experience on issues common to the training systems of the Member States."

So, it is evident that ***PETRA*** already provides a first operational response in the field of initial vocational training to each of these broad policy objectives. ■

# „Petra" begleitet junge Berufstätige ins Ausland

E. v. H./DW. **Leverkusen/Essen**

Neues Leben kommt in den europäischen Bin.. markt, wenn im Mai in Berlin der Startschuß fällt für die Initiative der Europäischen Gemeinschaft unter dem Namen „Petra II": Mehr als 1100 Auszubildende und 700 junge Berufstätige aus Deutschland im Alter bis zu 27 Jahren sollen einen Teil ihrer Aus- und Fortbildung mit Hilfe von EG-Mitteln in einem anderen EG-Land absolvieren. Gleiche Austauschangebote gibt es in den anderen EG-Staaten.

Rund 350 Millionen Mark (177 Mill. Ecu) ist der EG dieser Mobilitätsanschub für die Berufsbildung Jugendlicher und ihre Vorbereitung auf das zusammenwachsende Europa wert, zunächst auf einen Förderzeitraum bis 1994 befristet. Bereits in den nächsten Monaten sollen in Deutschland die ersten konkreten Programme anlaufen und den Weg bereiten für das hohe Ziel der EG, der beruflichen Ausbildung eine „europäische Dimension" zu verleihen.

Mit diesem neuen „Petra"-Programm, das erstmalig auch den Rahmen für ausbildungsintegrierte Auslandsaufenthalte schafft, will die EG entscheidend zur Aufwertung der Rolle der Berufsausbildung und langfristig zur Vergleichbarkeit der Ausbildungsgänge beitragen. Schließlich stellen die in der Berufsausbildung befindlichen Jugendlichen die – bislang gegenüber den Studenten eher vernachlässigte – Mehrheit im europäischen Nachwuchs und die Basis für den gemeinsamen Markt der Wirtschaft und der Völker.

Als eine der „nationalen Koordinierungsstellen", die die EG in den einzelnen Mitgliedsstaaten mit der Umsetzung des „Petra"-Angebots betraut hat, fungiert in Deutschland die Carl-Duisberg-Gesellschaft e. V. (CDG), Köln (Regionalgruppe 25, Hohenstaufenring 30-32, 5000 Köln 1, Tel. 0221-2098-0, die auch zuständig für Teilbereiche des EG-Sprachförderungsprogramms „Lingua" ist). Ansprechpartner ist die CDG auch für Programme, Interessenten, Zuschüsse, für den gesamten Bereich der Austauschmaßnahmen für die 1100 Azubis sowie für Fortbildungsmaßnahmen junger Arbeitnehmer im EG-Ausland außerhalb von reinen Betriebspraktika. Für solche Praktika ist die Bundesanstalt für Arbeit koordinierend tätig. Daneben erteilt die Koordinierungsstelle des Bundesinstituts für Berufsbildung in Berlin (Bibb, Fehrbelliner Platz 3, 1000 Berlin 31, Tel. 030/8683-284) Auskünfte zum Petra-Programm.

Für Auszubildende in der beruflichen Erstausbildung schafft „Petra" die Möglichkeit, einen anerkannten Ausbildungsabschnitt im EG-Ausland zu absolvieren. Der Ausbildungsaufenthalt, der in der Regel drei Wochen dauert, muß voll in die Ausbildung integriert sein. Die inhaltliche Gestaltung der Projekte im Ausland kann variieren, jedoch sollen ausbildungsbezogene Inhalte im Mittelpunkt stehen.

Gefordert werden nur Gruppenmaßnahmen mit fünf bis maximal 25 Teilnehmern. Deshalb können auch nur Träger der beruflichen Bildung (Teil- und Vollzeitschulen, Betriebe und Kammern) sowie von ihnen beauftragte Einrichtungen Anträge stellen. Die CDG bezuschußt aus EG-Mitteln die Projekte selbst sowie vorbereitende Besuche im Ausland und die sprachliche Vorbereitung der Teilnehmer. Pro Lehrling stehen rund 1300 Mark zur Verfügung.

Für junge Arbeitnehmer eröffnet die Carl-Duisberg-Gesellschaft mit Hilfe von „Petra" den Zugang zu spezifischen Qualifizierungsmöglichkeiten europäischer Weiterbildungseinrichtungen. Einzeln oder in Gruppen können die Teilnehmer für durchschnittlich drei Monate Fortbildungsmaßnahmen im EG-Ausland absolvieren, die in eine Weiterbildung – etwa im Rahmen der Vorbereitung auf die Meisterprüfung – integriert sind oder einen eigenständigen, abgeschlossenen Charakter haben.

Für die Weiterbildungsaufenthalte können sich junge Arbeitnehmer – auch junge Arbeitslose – im Alter zwischen 18 und 27 Jahren bewerben. Für Gruppenmaßnahmen können auch Trägerorganisationen Anträge einreichen. Zuschüsse gibt es wie bei den Lehrlingsangeboten für die Programme selbst, für vorbereitende Besuche und Sprachvorbereitung, wobei die Fahrtkosten jeweils nur bis zu 75 Prozent getragen werden.

Insgesamt stehen pro Teilnehmer etwa 5000 Mark bereit, die übrigen Kosten müssen anderweitig finanziert werden.

Georg Hanf:

## Beyond the Fallen Wall

*The fall of the Berlin Wall brought about a total change in the centre of Europe. In the former East Germany, new hopes soon changed to disillusion and disorientation, particularly amongst young people. Now, East and West are slowly growing together, and the chances are that* ***PETRA*** *can provide the framework for a new beginning in vocational training under European conditions. Georg Hanf of the* ***PETRA*** *National Coordination Unit in Germany reports from the New Länder.*

### Background

The introduction of the West German Mark and a market economy set a dramatic de-industrialization process into motion in the New Länder. Within three years (1990-1992), industrial production has dropped to one third of its previous level and 50% of jobs in industry have been lost. The "Kombinate" (large state-owned industrial plants) have been completely dismantled, companies closed and radical rationalisation programmes carried out. The demise of these companies has also seen the disappearance or decline in a very short time of the vocational training structures attached to them with, suddenly, only half the previous number of training positions available for young people!

An example is the Carl Zeiss optical instrument plant in Jena which once produced cameras for Soviet space laboratories and used to employ 27,000 workers as well as 3,000 trainees and apprentices. Now the plant is dismantled, with part of it transferred to the headquarters in Oberkochem employing 3,000 people but with no vocational training activity. What is left in Jena is now known as Jenoptik. It has 1,700 employees and in 1992, only 30 new trainees were taken on.

On 1 September 1990, even before the reunification of the two German states, the West German Vocational Training Act was applied to eastern Germany as well, thus creating a standardised vocational training system in accordance with the West German model. However, three years later, the actual situation is similar to those in the countries on the periphery of the European Community. Young people are staying longer at schools of general education, have moved in greater numbers into non-company schemes financed by the employment exchange authorities, or have become unemployed in higher numbers than in western Germany. For one third of all trainees and apprentices in the so-called "dual system", training is not financed by

companies but, rather, by the State employment authorities. This compares with a figure of less than 10% in western Germany. ■

## Reorganisation

The standard of the former East German vocational training system was relatively high although many vocational training programmes were of two years' duration which was shorter than in West Germany. Only 5% of young people in any one year did not receive a vocational training position in the 1980's and 82% of the workforce was qualified as skilled workers. The training programmes were, of course, burdened with political ideology for example, the 1987 vocational training programme states that a waiter "contributes to the further development of socialist society" and "shapes Communist ways of thought and behaviour, maintains and safeguards the peace and is prepared to defend his country".

Now, the German Federal Government and the individual federal states have adopted a whole range of measures to bring vocational training in the New Länder in line with practice in western Germany.

The individual federal state governments first had to draw up regional development plans on the basis of new regulations for schools and to restructure their teaching staff. Some staff had to go for political reasons and approximately a third for economic reasons as, in the former East Germany, there was a higher teacher/pupil ratio than in the West. Further training had to be provided in relation to western standards, new framework guidelines drafted and the recognition of qualifications established. As a precaution against unemployment amongst the young, provision was made in schools for vocational training preparation and for basic vocational training.

One example of the new measures are the grants of between DM 5,000 and DM 10,000 given to small and medium-sized enterprises when they take on a trainee or enable him or her to continue in vocational training. Unsuccesful applicants are offered alternative places in non-company training centres. In addition, young people receive financial support when they complete their training in western Germany within the framework of a partnership agreement between companies.

Under a special programme, grants are given for the setting up of industry-wide vocational training centres to supplement normal training with priority given to manual trades and the construction industry and grants are also available for the costs of

their courses. In many cases, the setting up and running of such centres is sponsored by organisations from western Germany.

Funds have also been provided for "innovation transfer", through which the latest results from pilot projects in the West can be transferred to the New Länder and adapted for use. The New Länder are now also being involved in the support and promotion of their own pilot projects. As the content of vocational training programmes has to be adapted in line with the new Act, these schemes have concentrated on the transfer of methodology, particularly in the training of trainers and teachers as trainers now will have to take the same aptitude test which applies in western Germany.

Funds and resources allocated for disadvantaged young people are presently being used to compensate for the lack of trainee and apprenticeship places. The real target group for these resources are young people who, because of their individual circumstances, are not able to attain a qualification without special support and assistance. Now the plan is to set up structures to meet the needs of this group with the assistance of counsellors and advisers from western Germany and with special materials and resources. The Ministry for the Family and Youth is also sponsoring a youth social work pilot programme which is designed to widen young people's prospects for adult and working life.

It is self-evident that the introduction of a market economy requires qualifications which were not called for under the old system, i.e. business and entrepreneurial skills. For this reason, a whole variety of projects have been funded to provide training and qualification in the area of business so as to support the transition from a planned to a market economy.

As long ago as 1990, projects from the New Länder which were involved in some of these reforms entered the ***PETRA*** Programme. Initially, this was only possible through sponsorship from organisations in western Germany. However, in 1991, the Commission provided special funds to facilitate eastern Germany's integration into the European Community. The greater part of these funds was, quite sensibly, put into foreign language teaching programmes. This left 400,000 ECU for ***PETRA***: 300,000 ECU was given in development grants to help projects obtain maximum benefit from the Programme and 100,000 ECU went towards Youth Initiatives Projects. ■

Although great efforts have been made by the State and industry to increase young people's prospects through reorganising the vocational training system, these measures cannot, in the final analysis, avert or answer social and cultural insecurity or the fear young people have about their existence and future.

Young people have to bear an increasing share of individual responsibility in integrating into today's society - a situation which has superseded the previous system where the State made the decisions for them. They can, and have to, take more decisions themselves, but they are not sure what guidelines and principles to use and have no models to fall back on. Where old values are no longer of any value at all, clarity is often sought in rigid conceptions of the world which can produce sharp polarisation and a propensity for violence. Seen against the background of material misery, right-wing extremist ideologies provide handy clichés. The "re-evaluation of all values" has brought about a sense of resignation and increased passivity on the part of many people while, on the other hand, releasing energy. This energy can be violent and destructive in the form of criminal activities and xenophobia. "Because of unemployment, public places and parks are heavily populated by groups of young people who do not know what to do with themselves. They simply do not have anywhere to go. Skinheads simply walk around in gangs beating people up." (Ingo G. from the Independent Youth Centre, Erfurt).

However, the energy released can also be positive in the form of initiatives for solidarity and self-organisation and thus the support of YIPs within ***PETRA*** has a prominent status in the New Länder. In addition to 12 YIPs in western Germany, 14 were funded in 1992, and 12 of these were supported through the EC special funds and so the normal 50% co-financing principle was not applied. The projects have involved youth clubs previously occupied by a Communist youth organisation, film and video groups, as well as environmental groups. Some examples include:

- a "Children's Association" which operates under the motto of "everybody is a foreigner" and brings German and foreign children together for cultural activities, including tours of the district;

- Free Radio Erfurt International which is a medium for the various initiatives in Erfurt, and used in much the same way as a youth newspaper;

- ten students who devote their free time to a quite marginal group, namely youngsters interested in mathematics -a continuation of a special form of support and

encouragement for talented young people, previously operated in East Germany;

■ three people from the West, an Iranian and two from the East who are organising the JENA educational institute known as "Blitz - the Now or Never Initiative" which will provide seminars on project management and development to help further Youth Initiative Projects get on their feet. ■

## Projects for disadvantaged young people

No other project demonstrates the transition from the old to the new more vividly than the "Kesselberg Ecological Centre" which is south-east of Berlin in the State of Brandenburg and one of the five ***PETRA*** special development projects in the New Länder. Here, the former "Stasi" or secret police radio receiver centre is being turned into an environmental training centre. Offices have been made into a seminar room, bugging device technology workshops into training workshops and the former radio receiver masts are now wind generators. The centre provides disadvantaged young people with training for jobs required for the running of the centre and also for opportunities on the regional labour market in the areas of home economics and gas and water installation particularly, as they have the added advantage of a "wind and solar energy" qualification (see also report on page 69).

Another environmentally oriented project is the Schwerin Educational Workshop which was initially sponsored by a ***PETRA*** project in western Germany. The first trainees came from the nationally owned "people's companies" which were being liquidated in 1990 and then also from the small new trade and craft firms. At a later date, socially and educationally disadvantaged young people also joined. These youngsters are given vocational training in the main construction trades with a parallel social education element. The content of the ***PETRA*** project concerns the development of vocational training units for the implementation of environmentally friendly procedures and materials in the construction sector (see report on page 27). ■

## Re-structuring vocational training for skilled trades

The Chamber of Crafts in Frankfurt/Oder , joined ***PETRA*** at the beginning of 1991 and is the eastern outpost of the European Network of Training Partnerships (ENTP). Here on the banks of the River Oder, the division between eastern and EC Europe can be experienced first hand as the huge difference in the level of prosperity leads to daily mile-long traffic jams forming at the Polish side of the border. The economy of the region was dominated by heavy industry and large-scale semi-conductor production but the large companies were quickly "run down" and the Chamber of Crafts has now

taken over and modernised the training centres which they owned. In 1991 alone, 1,300 skilled industrial workers were retrained as master tradesmen and a priority objective is to bring vocational training up to the latest technical standards. This is reflected in two transnational ***PETRA*** Partnerships with projects in Luxembourg and the Netherlands. In the first, common vocational units are being created in the area of motor vehicle electronics and mechanics. These units are intended to compensate for the differencies between the level of the "old" vocational training courses for skilled craftsmen and what is now needed by firms as entry requirements for continuing training. The other partnership is developing teaching materials and methods for the use of new, ultra-modern plant and machinery in the training process.

In a quite different manner, the Mühlhausen Vocational Schools are devoting themselves to reviving vocational training for craft trades. The medieval buildings of the city have suffered considerably through the priority given to industrial construction in the former East Germany. With the development of new curricula, training units are now also being created to re-establish traditional tradesmen's techniques which have long been neglected. This is being done jointly with a Dutch partner project in The Hague. ■

## Training of trainers

With the introduction of the West German trainer aptitude regulations to eastern Germany, those institutes which had been concerned with the training of trainers were either disbanded or transformed. This was the case with the Institute in Gotha which was one of the first three projects in eastern Germany to be included in the ENTP network. At that time, the future was completely unclear but now the Institute has become a technical college and other institutions have entered the area of training of trainers.

However, the initial and continuing training of trainers for specific occupational fields became the main focus of the activities which were to be pursued within the ***PETRA*** network. With its strong association with firms, the school was an attractive partner for a project conducted by the French Ministry of Education for the training of teachers from "lyceés professionels". Agreements now provide for the development of modules for a "Euro-qualification" for trainers in firms from the metal and electrical sectors.

The situation has been dealt with quite differently in the State of Mecklenburg-Vorpommern where the Ministry of Trade and Industry set up a completely new

regional centre for the qualification of trainers, something which does not even exist in western Germany. The programmes offered cover the content required by the trainer aptitude regulations and are strongly oriented towards a new role of trainers being not simply teaching but also organising learning processes and providing accompanying advice and guidance. The project was initially supported by the Commission through a special development grant and, having been incorporated into the ENTP, it is now to be expanded to include European modules. ■

## Practising for the market economy - special "practice firms" project

"Practice firms" provide realistic training in the business carried out in, and between, companies. Raw materials are purchased and products sold, workers are employed and bank transactions effected. The firms can also go bankrupt as in "real life" - though only on paper in this case. In those instances where companies are still in the developmental stage, this model is very useful as it provides practice for the real work situation.

As long ago as 1991, a start was made within the framework of the ENTP on setting up a European "practice firms" network. A special project was launched on the basis of this development, whereby a "practice firm" was set up in each of the new eastern federal states of Saxony (Rodewisch), Thuringia (Heiligenstadt) and Sachsen-Anhalt (Dessau). All three "companies" were equipped with modern communications media and therefore possess the technical requirements for becoming involved in the European "practice firm" market. They now have access to approximately 200 European "simulation companies" outside Germany - an invaluable advantage. ■

## On the European track - the Eastern German State Railway

Strangely enough, the German Reich continued to exist, so to speak, in the name of the East German state railway company. Known as the Deutsche Reichsbahn, it also remained in possession of plant and installations in West Berlin. Now, for this railway, it is a question of alignment with the railway in western Germany through the implementation of new technologies, new qualifications and new safety standards as both railways are to be merged and privatised, at the same time.

When it joined the ENTP, the Deutsche Reichsbahn found itself to be something unique, as all the other transport projects concerned road and water transport. However, the project did find a common denominator in a partnership dealing with the issue of the transport of dangerous goods. Apart from this ***PETRA***NSPORT

consortium, the Deutsche Reichsbahn has also with the help of ***PETRA*** found a possibility of cooperation with Denmark in the area of rail transport and contacts have also been established with Scotland and Italy. The railway's colossal technical, organisational and staffing transformations are moving forward but the end of the tunnel is not quite in sight. ■

## Young people on the go - what's happening in ***PETRA*** Action I?

A survey of young people in the New Länder found, among other things, that they are prepared to be more mobile than their contemporaries in the West. They almost have their bags already packed, waiting for the possibility to take off. This is understandable as it is easier to make a move from a place where many old ties have been broken and similarly, there is also a considerable readiness to take advantage of the training and work experience placements offered by ***PETRA***.

However, there are some economic factors which put a brake on this enthusiasm. In Germany, the grants under Action I of ***PETRA*** cover approximately 60% of actual costs. In the economically difficult situation prevailing in eastern Germany, complementary financing is a particular problem. The National Coordination Unit has drawn up a specific regulation for the New Länder, through which twice the normal amount is available for the linguistic preparation and also at an early stage, the Ministry of Labour in the State of Brandenburg provided complementary funds for Community programmes involving exchange and placements. After certain teething problems, it has been possible to achieve a realistic level of participation as far as young trainees are concerned. The first group to travel consisted of apprentices from BASF in Schwarzheide and what their own company could not yet offer in terms of modern equipment they found in a Belgian school. However, without supplementary funding from the company it is unlikely that this trip could be repeated.

The situation would appear to be even more critical for young workers. In the current situation, companies and particularly the small and medium-sized firms find it difficult to do without their employees for a period of time and those who have a job do not want to leave it - even temporarily. In addition young workers have, in many cases, already started a family and must bear the responsibility of providing for them. For unemployed young people it is almost impossible to participate as, like their western counterparts, they lose the support granted to them under the Employment Promotion Act if they go abroad. So, unless further initiatives are taken with regard to financial support, placements for young workers and young unemployed from the New Länder will simply not happen. ■

The special situation prevailing in the New Länder makes the ***PETRA*** Programme particularly relevant. The Programme has been promoted through regional information meetings and a series of animation workshops. In addition three study visits for experts were organised in France, Ireland and Spain and these experiences have informed not only the systems in the New Länder but also the West German system. They have also reinforced the fact that it is only with strong partnership relationships at all levels that these qualitative and quantitative objectives can be achieved. This applies not only to the securing of trainee and apprenticeship positions but also, and equally, to the necessity of adapting the vocational training programme to the rapidly changing technical, technological and economic structures. The commitment of companies in relation to vocational training must, in this case, be maintained or re-established in the face of the high level of pressure for rationalisation. New joint methods of vocational training must be implemented and above all, young people must be given space to explore and use their own initiative.

However, the critical situation eastern Germany finds itself in, offers at the same time the chance of a new beginning under European conditions. New professions and occupations, new vocational training programmes, a new examinations system, new content such as languages, and new forms of training qualifications - all of this can now be structured with a European dimension and ***PETRA*** should continue to provide a framework for such developments. ■

## A Flyweight becomes a Bricklayer

There is much that is desolate in the East of Germany, but a house like N°3 in Wasserstraße, Schwerin still has to be seen to be believed: the ceilings have caved in, the roof is sloping at a dangerous angle, the back yard has been piled high with years of garbage, and the walls are not worth mentioning. At the same time N° 3 Wasserstraße is a real sign of hope: it is soon to become a home for young people who up to now have lived in institutions and on the street. And even more significantly, the people renovating it will actually go on to live in it.

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The association behind this project is the "Schwerin Training Workshop". Its goal is to provide training for so-called disadvantaged young people and young unemployed adults in some recognized professions - bricklaying, painting, carpentry and plumbing. "Here," project leader Wolfgang Paschke tells us, "we don't look at people's educational deficits, but rather at what they can do. It's what they can do that counts. And in many cases, that's a lot!".

Danilo for example is sixteen and a boxer - a flyweight. He is one of four former sports students of the Traktor Schwerin Club and, like his pal Sven, who is eighteen and in his second year of training, he is learning to become a bricklayer. In the meantime, Sven is already boxing in the national league. Today, both of them are in the SSC, the Schwerin Sports Club, and for both of them the Schwerin Training Workshop offered the first chance ever to take part in vocational training. 17 year-old René comes from Glasien, a small farming village near Wismar, where the world, in particularly the world of

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work, has stopped still. Previously he found work twice a week if he was lucky, today he is up at four every morning in order to get to the workshop on time. His father and brother are both unemployed. René himself left school early and was convinced that his prospects were nil.

Some of the young people working and training in the workshop or in various craft firms have problems with drugs or alcohol. Others have criminal records or are on probation. The one thing they have in common is that none of them would have stood a chance on the normal job market. In addition, most of them had little previous

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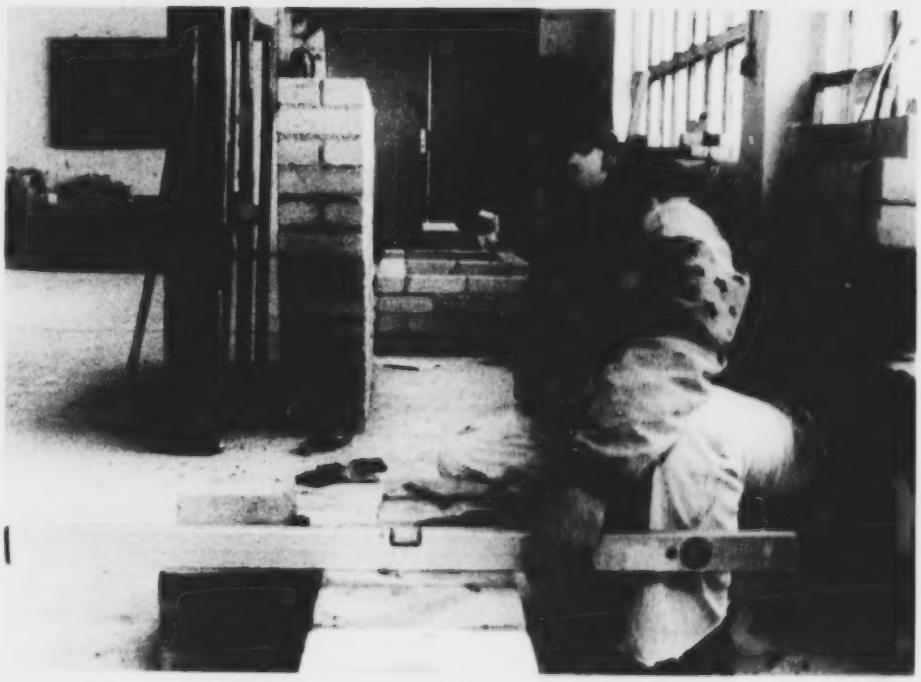
motivation to enter any form of vocational training.Wolfgang Paschke works together with a small group of craftsmen and social workers. He has also succeeded in persuading craft firms in Schwerin to ontake "his" trainees. There they are trained just like any other young people, even if the link with the Schwerin Training Workshop remains important.

In the Schwerin Workshop on the Görries, a skinhead and a Turk are swinging hammers and striking chisels in unison, next to one another. Here traditional crafts are taught, for example, restoring half-timbered facades and old roof timbering - skills which will stand these young people in good stead when they go on to renovate their own house, part of which is half-timbered. However, the sense of desolation in the eastern part of Germany goes beyond the exterior appearance of the houses.



For months the training workshop has been trying to convince the various authorities and institutions of the city of Schwerin that the concept of "young people restoring accommodation for themselves" is worth subsidizing. For one year now the Schwerin Training Workshop has also been a member of the ***PETRA*** European Network of Training Partnerships and as such, it receives support from the European Commission's Task Force Human Resources, Education, Training and Youth. "At least being part of Europe in this way helps", Wolfgang Paschke tells us. "But we would also like to be an integral part of our own country. If the authorities would only help us." ■■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Konstantia Kourkouta and Stavros Chatzipanagiotou:

## ***PETRA***'s Southern Tip

*Greece, the "cradle of European democracy", has found its way back into the European fold after many long years of isolation. Konstantia Kourkouta from the **PETRA** National Coordination Unit in Greece and Stavros Chatzipanagiotou from the Petra Youth Bureau, describe the role of **PETRA** in this process.*

### Barriers to Community cooperation

The adhesion of Greece to the European Community in the early 1980s, provided Greeks with an opportunity for the first time after a considerable period of isolation, to exchange experiences and ideas and work together with partners from other Member States.

Greece had lived in isolation as a consequence of the political regime, and had for a long time developed its social and institutional structures without the benefit of sharing experience and cooperating with other European countries. The result for the Greek training system prior to joining the Community was the existence of significant disparities in the design, planning and implementation of training policies.

In addition, cultural differences and geographical distance were barriers to the complete integration of Greece into the European Community and its various programmes. Collaboration and joint work with other Community partners was more difficult than, for example is the case for French and German counterparts who had a long tradition of cooperation. Most of the Greek projects participating in transnational activities, in the framework of Community programmes, had to overcome a number of elementary problems linked to historical, cultural and geographical factors before engaging in a working partnership.

The ***PETRA*** Programme has, since 1988, provided financial support to Greek training centres, public institutions and enterprises to engage in transnational cooperation in the field of vocational training for young people. Greek training providers, as well as regional and local authorities, have had minimal experience in transnational cooperation with partners in other Member States. A tradition of exchange or other forms of cooperation did not exist and has only now, through the support of Community programmes like ***PETRA***, begun to be built on the sound foundations which have recently been established.

The problems encountered in establishing the foundations can be summarised as follows :

■ limited knowledge and understanding of the vocational training systems of other Member States due, to a large extent, to the absence of scientific bibliography as well as knowledge of the historical and socio-economic context in which other Member States have developed their training policies and practices;

■ absence of substantial experience, as well as limited linguistic and other communication skills to initiate, establish and continue a transnational partnership;

■ limited cultural and intercultural understanding, due largely to the absence of previous experience in transnational cooperation;

■ relevance of joint projects to the Greek scene as the differences between the Greek and other Member States' training systems and/or level of economic and technological development make the joint work more difficult. ■

## The contribution of ***PETRA***

However, the participation of Greek partners in the ***PETRA*** Programme since 1988, has helped them in many different ways. Through their involvement in the European Network of Training Partnerships (ENTP), and most importantly by exploiting fully the opportunities offered by ***PETRA*** to the less developed regions of the Community through special development grants, they have managed to overcome some of their initial difficulties.

The experience and knowledge acquired has helped in enlarging their horizons and improving their perception of issues and their understanding of the political and socio-economic context in other Member States. They have acquired a better understanding of the challenges which the Community, and Greece in particular, faces in relation to training and professional qualifications, as well as the competitiveness of industry, growth and economic development. On the other hand, their increased knowledge of the issues involved has contributed to the presentation and implementation of higher quality projects, better adapted to their needs, as well as to a more effective use of the opportunities offered by the ***PETRA*** Programme. By learning from, and interpreting, the results of the Programme in a constructive way, Community cooperation is slowly becoming an instrument of development, leaving behind the original objectives which were solely centred on the cooperation itself and the uptake of available Community funds.

People and projects within ***PETRA*** have also managed to overcome the barriers of their cultural frontiers. Without transnational Community experience, it is easy to be trapped in your own national reality without being able to see and understand the context of policy conception and implementation. It is therefore extremely important before transferring or using models developed elsewhere, to understand not only the political and socio-economic context in which they were developed but also the mentalities and ethics of the beneficiaries of the activities. It is apparent that a perfectly developed model for the training of German trainers can not be transfered for immediate use in training Greek trainers without a major adaptation which goes well beyond translation and cultural interpretation. While the scientific element could well remain unchanged, the rest will most certainly need to be adapted. The ENTP partnerships of the ***PETRA*** Programme provided the best opportunity for this type of cognitive experience. ■

## Building partnerships

The selection of the partner with whom a common set of objectives will be established and a number of activities carried out, is an important stage which has a direct bearing on the qualitative results of the partnership. It has been noted by a number of project organisers that the choice of partners is not solely made on the basis of sharing the same theme or sector. In the most successful partnerships, the participating training bodies also shared similar strategies, areas of reflection and approaches. Greek projects have now discovered this dimension of transnational matching, and have therefore managed to associate themselves with training partners whose philosophy and past experience is closer to them. As a result, the latest partnerships have been more balanced and better placed to produce results which can be beneficial for all partners. In this respect, it has been noted that Greek projects are now working more and more with associates originating from the Southern Member States of the Community than at the beginning of the Programme, when Northern partners were preferred.

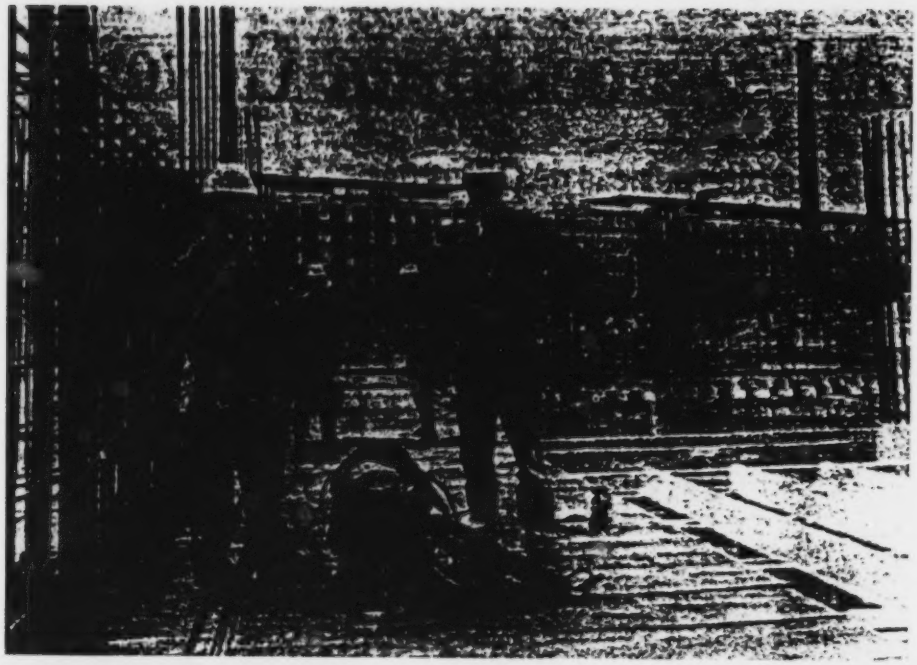
A side usually unnoticed but which accompanies every project and constitutes one of the most important aspects of transnational work is the cultural and intercultural approach and human communication. Greek project participants have learnt a great deal not only because their scientific knowledge and reflections were enlarged, but primarily because they had to sit around the same table and discuss the same problem and had to have the willingness to face and overcome different cultural approaches. In very general terms, Greek participants usually benefit from the organisational models and scientific approaches of their partners while they are able to contribute by their flexibility of thinking and imagination as well as their ad hoc

method of problem solving. The greatest benefit is therefore not a cognitive one, but one which emerges from the common efforts to embody and establish a training package containing elements from different cultures, a package which is more rich than the individual national approaches and projects.

Finally, the positive effects on the psychological side of Greeks participating in the ***PETRA*** programme should not be underestimated. The fact that Greek promoters felt part of the European family generated a lot of motivation to work harder to attain the level of their European counterparts. Community funding reminded them that they were not alone in their attempt to achieve economic development and social cohesion, and provided an important financial and technical stimulus to forge ahead.

Greek participants, project leaders as well as young people participating in transnational placements, in the framework of the ***PETRA*** activities, have become convinced Europeans and have learnt in the last 5 years not only to value and appreciate their participation in the learned ***PETRA*** Programme as a cognitive experience of high value, but most importantly, as a great opportunity offered to them for their personal development. ■

*Entre os objectivos do programa Petra está «melhorar a qualidade, a quantidade e a diversidade da oferta de formação e ensino profissional, alargando o leque de escolha dos jovens e respondendo às mudanças»*



**Jovens portugueses como os da foto, a trabalhar nas instalações olímpicas de Barcelona, têm agora hipóteses de formação profissional em todos os países da CE**

# Programa Petra II quer intercâmbio entre jovens trabalhadores da CE

APOIAR as actividades dos Estados membros que visem assegurar a todos os jovens um ou mais anos de formação ou ensino profissional após a escolaridade obrigatória – que permita o acesso a uma qualificação profissional reconhecida – é o objectivo da segunda etapa do programa comunitário Petra II.

Neste âmbito, algumas centenas de responsáveis pela execução do programa estiveram ontem, em Lisboa, para participar na conferência do programa Petra II, que contou com a presença do secretário de Estado do Ensino Básico e Secundário, Joaquim Azevedo, e membros de todos os órgãos que estão envolvidos no programa.

## Estágios no estrangeiro

Destinado a jovens até aos 27 anos, o Petra II sucede ao Petra I, que funcionou entre 1988 e 91, tendo efectuado o intercâmbio de cerca de centena e meia de jovens trabalhadores entre Portugal e outros países da Comunidade. Os estágios promovidos pela CE são dedicados aos jovens trabalhadores, quer tenham emprego ou se encontrem à procura, ou a jovens que tenham completado a formação e que desejem um período de aperfeiçoamento.

Entre os objectivos específicos do programa Petra estão «melhorar a qualidade, a quantidade e a diversidade da oferta de formação e ensino profissional, alargando o leque de escolha dos jovens e respondendo às mudanças económicas, tecnológicas e sociais».

É ainda interesse do Petra, «introduzir uma dimensão europeia nas qualificações profissionais», «incentivar a cooperação directa ou concreta entre organismos de formação de diversos países», «possibilitar aos jovens a realização de estágios noutro país comunitário», ou «desenvolver e introduzir uma dimensão europeia na informação e orientação profissionais».

## Perfil do candidato

Segundo os responsáveis pela aplicação do programa Petra, a Unidade de Coordenação Nacional, o «público alvo do Petra II são os jovens de idade abaixo dos 28 anos, que não possuam qualquer formação universitária profissional inicial».

Neste caso está também o ensino técnico e profissional e a aprendizagem que permita o acesso de jovens a uma qualificação profissional reconhecida pelas autoridades competentes. No amplo leque de entidades ou indivíduos que se possam candidatar estão as instituições que organizam formação ou ensino profissional, empresas, sindicatos, associações profissionais, ou outras instituições envolvidas com jovens trabalhadores, jovens a título individual, e grupos de jovens com projectos sólidos e inovadores.

Na conferência, além da apresentação do programa Petra II, foram ainda efectuadas exposições sobre a Acção I (estágios no estrangeiro) e a Acção II (rede europeia de parcerias de formação).

Refira-se que o programa Petra, além destas vertentes, ainda tem a Acção III (informação e orientação profissional) e a Acção IV (desenvolvimento do programa no sector investigação).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# Les apprentis de PETRA

*Les jeunes des filières professionnelles dans le grand bain de la Communauté*

**LILLE**

*de notre envoyé spécial*

SES professeurs n'en reviennent pas. Véronique, vingt ans, est *« changée »*. Deux mois de formation linguistique en Allemagne, deux mois de stage pratique chez un marchand de fleurs à Francfort : la jeune fleuriste, tout juste titulaire de son brevet professionnel, n'a, paraît-il, plus rien à voir avec l'élève un peu timide qu'elle fut lors de sa dernière année d'apprentissage au centre de formation de la chambre des metiers du Nord. *« La découverte d'une autre culture*, explique-t-elle, *d'autres méthodes professionnelles, peut-être. »*

Comme douze autres apprentis en fin d'études, Véronique a bénéficié d'un programme de stages conçu conjointement par la chambre des metiers du Nord et l'Agence nationale pour les stages à l'étranger (ANSE). Baptisé Euroflor, le programme a été financé à 40 % par le programme communautaire PETRA, qui s'adresse essentiellement aux jeunes issus des filières de formation professionnelle.

## Fleuristes ou coiffeurs

Arnaud, dix-neuf ans, CAP de fleuriste en poche, ne connaissait rien, lui non plus, de l'Allemagne et pas un traître mot d'allemand. *« Système D »*, resume-t-il pour expliquer son installation à Jülich, à 40 kilomètres à l'ouest de Cologne. Arnaud et Véronique ont été séduits par les bouquets ronds, les techniques florales nouvelles, l'art de vivre allemand, *« vin chaud et pommes au four »*. Arnaud se souvient de l'accueil, *« meilleur que chez les patrons en France »*, et des grossistes, *« moins chers »*. Véronique évoque, elle, les relations entre employés, *« plus détendues »*, et les contacts avec le client, *« moins exigeant »*. Certains de leurs amis sont partis en stage en Hollande et ont, eux aussi, découvert des méthodes de travail différentes.

Arnaud et Véronique le reconnaissent et le disent à quelques dizaines de jeunes apprentis venus s'informer un après-midi à la chambre des metiers. Ces quatre mois de formation ont été plus que bénéfiques. *« Une chance »*, disent-ils, pour eux dont les voyages à l'étranger se comptent au mieux sur les doigts d'une main. Dans la salle, on s'interroge pourtant : peur de l'éloignement, de la barrière linguistique, et, surtout, de la recherche du premier emploi. Alors, *« est-ce bien utile ? »*...

Les deux jeunes fleuristes n'hésitent pas. D'ailleurs, deux stagiaires sur les treize ont trouvé leur premier emploi chez leur employeur étranger. Et qu'importe ces peurs, quand on voit mieux l'avenir. Véronique, plus *« mûre »* après son stage, a pris les devants : elle a pris contact avec la banque, va acheter un magasin et se lancer. Arnaud a, lui aussi, les idées plus claires. Orienté en fin de cinquième vers un CAP, il a décidé de préparer l'an prochain un bac professionnel commerce et service, *« pour approfondir la gestion »*.

*« Il y a plusieurs moyens de faire l'Europe*, explique M. Jean-Jacques Gentil, délégué général de l'ANSE. *En favorisant les grandes entreprises, les ingénieurs, les grandes écoles, l'université. Mais aussi en aidant les jeunes apprentis, élèves de lycée professionnel, titulaires de diplômes professionnels, qui se sentent malgré tout concernés par l'édification européenne. »* Ainsi le programme communautaire PETRA permet de financer tout ou partie de formations destinées à des jeunes de moins de vingt-huit ans, qu'ils soient en formation initiale, jeunes travailleurs ou demandeurs d'emploi, en particulier dans les secteurs du bâtiment, du tourisme, de l'agroalimentaire, du commerce, des télécommunications, de l'environnement, des transports et de l'automobile.

Pour sa part, l'ANSE, qui rassemble des organisations professionnelles de plusieurs Etats membres de la Communauté (Allemagne, Belgique, France, Grande-Bretagne et Italie), assure toutes les phases nécessaires à l'insertion dans les entreprises : préparation linguistique et culturelle des candidats, négociation des missions, gestion des indemnités, suivi de stages... De la coiffure à la fleuristerie, l'agence a, depuis trois ans, trouvé plus de huit cents stages dans des entreprises européennes.

JEAN-MICHEL DUMAY

**Agence nationale pour les stages à l'étranger (ANSE) : 35, avenue de Ségur, 75007 Paris. Tél. : (1) 40-56-96-59.**

**PETRA : 8, rue Jean-Calvin, 75005 Paris. Tél. : (1) 40-79-91-49.**



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Lisbeth Bahl Poulsen:

## Placements in 1992

*The chance of a training or work experience placement in another European country is one of the most attractive aspects of the **PETRA** Programme to young people. Lisbeth Bahl Poulsen of the Petra Youth Bureau, reports on the first year of the **PETRA** experience and the interest which has been shown in these placements.*

### A new framework for placement

Training or work experience placements i.e.- exchanges - for young people in initial vocational training already took place during the first phase of **PETRA** as an activity of the partnerships in the European Network. However, the duration and purposes of these exchanges varied greatly and there were no generally agreed criteria determining their objectives, contents or structure. They were, in many ways, an accessory to the partnerships and their real value was to be found in their contribution to the development of the products of the partnerships such as the testing of joint training modules, rather than in terms of the development of the individual young person's vocational knowledge and skills. The **PETRA** Programme recognises the added value and benefits for the individual young person of a period of training or work experience in another Member State and it has established a structured framework for the organisation of such placements to ensure that they take place in conditions which promote the development of vocational knowledge and skills.

With the incorporation of the Young Workers' Exchange Programme into the enlarged **PETRA** Programme not only young people in initial vocational training but also young workers, young unemployed and young people in advanced training programmes are now able to benefit from transnational placements.

The formalisation of the placement dimension - Action I - of the Programme has been accompanied by a substantial budget allocation to make sure that a significant number of young people will be given the opportunity to add a European dimension to their initial vocational training. ■

In 1992, budget provision was made to support some 5.300 placements for young people in initial vocational training and 3.500 for young workers, unemployed and young people in advanced training programmes throughout the Community. The National Coordination Units which are responsible in each Member State for the allocation of grants under Action I report that they have been faced with an overwhelming interest in placements and that demand has, by far outstripped the funds and number of placements available. Information received from Member States also reveals certain trends which provide, at least, a preliminary idea of the nature of these placements.

In terms of economic sectors, the majority of placements have taken place in the tertiary i.e. the service sector. This is not surprising as it is a reflection of the economic reality of the Community in general. Within the service sector, the hotel, catering and tourism industries are dominant followed by office, administration and commerce. This distribution should, however, be seen in the light of the tradition of transnational professional mobility in these sectors. The contacts and links which already existed enabled them to respond immediately to the opportunities offered by the ***PETRA*** Programme. Similarly, the large number of placements in agriculture shows that other sectors with a history of transnational mobility have responded as well. However, participation by manufacturing industry appears limited. In the future, monitoring will be required to ensure a reasonable distribution of placements across all sectors of the economy and certain industries may need to be specifically targeted with a view to increasing their participation.

There is evidence of scepticism in business and industrial circles as to the real benefits to enterprises and the added value of transnational placement activities in general, both in terms of sending employees and receiving young people from abroad. As a result, the Commission and the Social Partners (both sides of industry) have agreed to take action at Community and Member State levels to link firms and, especially, small and medium-sized enterprises, more closely with the development and organisation of placements.

Placements have been concentrated in the major language areas (UK and Ireland; France; Germany). This was anticipated at the beginning of the Programme and a conscious effort has, and is being, made to counter this trend by limiting placements from a Member State to any other to a maximum of 30% of the total number of placements of the "sending" Member State and by giving a high priority to applications for placements in the "less popular" Member States.

This geographical concentration is closely related to foreign language skills - or the lack thereof! The National Coordination Units are very aware of the difficulties posed by insufficient foreign language skills and have agreed to provide additional support for language preparation to placement organisers. As a first step, funding has been provided by the European Commission to assist with a project to catalogue and evaluate existing foreign language provision throughout the Community and to develop guidelines specifically designed to meet the needs of the ***PETRA*** Programme and its public. ■

## The participants

At this stage, there is little factual information about the young people going on placements. The placement year actually finished on the 31 March 1993 and information about the characteristics of the young participants is currently being collected and analyzed. However, the limited data which is available now suggests that there seems to be a fairly even distribution between young men and women in the placements and this distribution follows the traditional pattern, i.e. a majority of women in the service areas and a majority of men in the more technical areas. Some problems still exist as far as the participation of disadvantaged young people, including the unemployed, is concerned. Financial limitations make it difficult to provide the necessary additional support to enable these young people to participate and some young people also lose social security and other benefits while on placements abroad.

The Commission, in collaboration with the Member States, is seeking to overcome these and other obstacles to young people's participation in transnational placements. A study of the social and legal status of young people on placements is currently being carried out within the research strand of the ***PETRA*** Programme and this will be followed by a study on the accreditation of transnational training and work experience placements. ■

## Some improvements to be made

Like any other new activity, this first year of placements has been a pilot phase during which the implementation of the Action at all levels has been tested to identify areas where further definition, structuring and coordination is needed to provide the optimum conditions for the future organisation of placements. As a result, National Coordination Units are aiming to provide earlier and wider dissemination of information to potential placement organisers, to agree upon closer coordination of the selection and decision-making procedures throughout the Community and to

streamline their partner finding services. With time, they will also be able to serve as resource centres for potential placement organisers through pooling of experiences gained under the ***PETRA*** Programme and through dissemination of examples of good practice.

The first year of placements under the ***PETRA*** Programme has revealed a great potential for development of this dimension both quantitatively and qualitatively. This potential must not be lost or wasted but be used as a catalyst to further improve placements to the benefit of the end-users - the young people themselves. ■

# CDO Noorderkempen te gast in Spaanse Bilbao

**BEERSE — Zaterdag vertrokken aan het Centrum Deeltijds Onderwijs in Beerse 8 jongeren en hun twee begeleiders richting Spanje om er, in het kader van een uitwisselingsprogramma van de Europese Gemeenschap (actieprogramma Petra), de Spaanse vorm van alternerend leren van naderbij mee te maken. In de omgeving van Bilbao volgen de jongens en meisjes in aparte groepen een uitgeschreven werk- en leerprogramma in het plaatsje Getxo en de stad Santurce.**

Zaterdag omstreeks 12u30 vertrokken 4 jongens van de groep „Hout" (deeltijds onderwijs Beerse), 4 meisjes van de groep „reiniging en diensten" (Turnhout) en hun begeleiders naar Zaventem. Om 14u50 werd het vliegtuig richting Spanje genomen. De jongens volgen de werkactiviteiten in het centrum voor deeltijds onderwijs van Getxo-Leion en de meisjes in het CDO van Santurce.
Omstreeks 17u werden zij op de luchthaven van Bilbao onthaald door de directeurs van beide centra en de plaatselijke begeleiders. Voor hun verblijf in het Spaanse Baskenland werd hun een tolk (Spaans-Frans) ter beschikking gesteld.
De groep „reiniging en diensten" gebruikt het middagmaal in Santurce, waar ze zelf typisch Baskische schotels klaarmaken. Vrijdag zal echter een Vlaamse maaltijd bereid worden.
Deze groep volgt meestal in de voormiddag vanaf 8u30, maar ook 's namiddags vanaf 15u, werkactiviteiten in het CDO van Santurce, afgewisseld met sport en culturele uitstappen. Donderdag wordt de meisjes een middagmaal aangeboden in aanwezigheid van de burgemeester en schepenen van deze stad.

## Bilbao

De groep „hout" volgt ongeveer eenzelfde schema in het CDO van Getxo, met werkactiviteiten in het houtatelier. Deze groep brengt een bezoek aan o.a. het CDO van Lemona, en onderneemt een boottocht naar het industriegebied rond Bilbao. Donderdag is het de beurt aan de jongens om een middagmaal te nuttigen in het gezelschap van het schepencollege van Getxo.
Tijdens het weekend staan gezamelijke activiteiten op het programma. Diverse plaatsjes worden bezocht, o.a. het oude stadsgedeelte van Bilbao. Ook een traditioneel eetmaal in de vissershaven en een winkelvoormiddag staan geprogrammeerd.
Wilfried Van Opstal, directeur van DO Noorderkempen: „Dit uitwisselingsproject kadert in het actieprogramma van de Europese Gemeenschap, Petra genaamd. Dit Europees fonds beoogt het onderwijs tegen 1992 in de verschillende landen meer op elkaar af te stemmen. Wij zijn natuurlijk fier dat het deeltijds onderwijs Noorderkempen uitverkoren werd voor deze uitwisseling met Spanje. Na deze week vindt een evaluatie plaats over de activiteiten en wordt informatie over deze uitwisseling overgedragen naar de andere groepen toe. Zo wordt o.a. een foto- en diareportage gemaakt over het project en wordt door de begeleiders een verslag gemaakt over hun ervaringen in Spanje."

Het deeltijds onderwijs Noorderkempen omvat 4 voltijdse scholen in Hoogstraten, Beerse en Turnhout (Vito-Hoogstraten en -Beerse, Sint-Elisabethinstituut en Sint-Lurgardisinstituut) en 3 vestigingen die los staan van de voltijdse scholen: Beerse (Antwerpseweg), Hoogstraten (Gelmelstraat) en Turnhout (Koningin Astridlaan). 185 leerlingen volgen er het deeltijds onderwijs.
Van 21 tot 29 april is het dan de beurt aan 12 leerlingen van het DO van Bilbao om in Beerse en Turnhout een kijkje te komen nemen. M.S.

Mary Banotti:

## ***PETRA*** - A Parliamentarian's Viewpoint

*Mary Banotti is an Irish Member of the European Parliament and Vice-President of the Youth, Culture, Information and Media Committee. She was the Parliament's Rapporteur on the proposal for the second phase of the* ***PETRA*** *Programme and since then she has remained closely involved with the Programme.*

### Moving-on

The second phase of the ***PETRA*** Programme is a direct response by the Commission to Parliament's Resolution of 14 February 1990 on the Community's education and training programmes. The European Parliament referred to the small number of young people benefiting from these programmes. The European Parliament believed it was regrettable that the Community programmes ERASMUS, COMETT and TEMPUS were aimed only at university students and not at those young people in vocational training. The proposal for an enlarged ***PETRA*** Programme took these points into account and aimed to provide the framework for young people in initial vocational training and education, to participate in vocational exchanges and work placements abroad.

As Rapporteur for ***PETRA*** in the European Parliament, I highlighted a number of points which the Commission needed to take into account when implementing this new phase. I was concerned, in drawing up my report, that the Programme might only reach the "more-able" or "better-off" young people in vocational training because they were more aware of European programmes or would be able to find whatever financial contribution might be needed. I was also certain that a strong emphasis should be laid on the need for extensive back- up services for trainers/trainees before, during and after the exchanges, particularly with regard to language preparation. Finally, I felt there was a need for participants to receive written proof of their participation. The qualification each trainee receives after participation in the ***PETRA*** Programme should form part of a recognised vocational qualification. The Parliament's view was that as ERASMUS students receive credits for the time they spend abroad, ***PETRA*** participants should receive similar accreditation. ■

In the Irish context, ***PETRA*** has been a great success story. At Government Departmental level it has brought together labour and education authorities in the management and implementation of the Programme, strengthened school-industry links highlighting the "progressive" role industry can play in initial vocational training and offered a chance to Trade Unions, Chambers of Commerce, etc. to get involved in this activity. Most importantly, it has integrated a European Dimension formally into many training programmes run nationally, regionally and locally.

Hundreds of young Irish people have been lucky enough through ***PETRA*** to experience training, working and living abroad. Through this experience other Member States become less "foreign" and the advantages which the European Community has brought in terms of having the "right" to work in those countries becomes more apparent. There are many examples in Ireland of young people showing good results in acquiring language skills who previously would not have even been exposed to foreign language learning. The work placement or training course as envisaged in ***PETRA***, provides an opportunity for a young person to experience "real" life in another country. The challenge this presents stretches capabilities and often forces young people for the first time to analyse not only their previous training or work experience but also their own culture, social and moral values, ethics and so on. Often this results in the strengthening of the young person's own cultural identity and a respectful appreciation of others, regardless of differences.

***PETRA*** participants speak more eloquently than I do, of how enriching an experience it can be. Susan Madden, a junior trainer with Superquinn, a major supermarket chain based in Dublin and another colleague completed a three week work placement with Casino, a French supermarket chain as part of a ***PETRA*** project. Speaking at a ***PETRA*** conference in Ireland she said:

*"Our initial awe at the size of the operation was soon overcome and we found that we not only learned a great deal but perhaps taught our hosts one or two things as well. By the time we left Casino, our co-workers were packing customers' purchases just as we do in Superquinn! The Single market may bring more competition but we can compete with the best. The whole experience of the course and the work placement has been marvellous".* ■

One of my favourite Chinese proverbs says: "If you love your children, send them on a journey." ***PETRA*** is assisting our young people on this journey and as Susan Madden's experience shows, the young people in this scheme return to their homes enriched not only by the training they have received but also by the very experience of travelling and living abroad. That enrichment will be to the benefit of both the individuals and of the society and the communities in which they live. Also, by deliberately reaching out to the more disadvantaged young people, ***PETRA*** gives a chance to many marginalized by our modern society. I am glad to be able to say that ***PETRA*** can truly be called a programme of "A People's Europe" which provides the opportunity to discover and develop a new sense of shared identity. ■

● Mary Banotti, MEP, vice-president of the European Parliament Youth Committee, who chaired the conference on the German dual system of training in Dublin last week

# German dual system can work here

By John Walshe

SOMETHING of a consensus emerged at a conference in Dublin Castle last week that we should restructure our vocational training to incorporate some elements of the highly regarded German 'dual' system, which has contributed so much to the development of the German economy.

The calls for change stemmed from the realisation that there is a two-speed vocational training system in the EC and that Ireland is certainly not in the fast track.

Kevin Duffy, assistant general secretary of the Irish Congress of Trade Unions, proposed an extended national apprenticeship scheme to replace the existing job training scheme and FAS programmes for young people. He said up to 35,000 places could be provided under this proposal. For some reason, however, he did not include the post-Leaving Certificate (PLC) courses and the part they could play in a restructured scheme.

Dick Langford, chief executive officer of Cork city's VEC, sought to avoid the word apprenticeship because of its traditional narrow focus in this country and, instead, offered the concept of traineeship. It should, he argued, be possible to build a greatly expanded system based on the innovative development work of the past 20 years in the vocational programmes in schools and third level VEC colleges, as well as in areas such as Youthreach and some of the short cycle specific employable skills courses developed by FAS and CERT.

If we did we could have an annual intake to traineeships of the order of 30,000, with a total trainee population of up to 100,000.

Niall Meghen of the Confederation of Irish Industry, who recently took part in a study visit to Germany, was generally impressed by the dual system and said some elements of it could be taken on board by the Irish system of preparation of young persons for employment.

The aspect of the dual system that particularly appealed to Minister for Labour Brian Cowen dealt, predictably enough, with the funding. German companies, he pointed out, provide training at their own expense because they believe that it is the best way to cater for their own skill requirements and because an experienced, trained workforce is necessary in order to maintain and increase their own performance and competitiveness.

So what is this 'dual' system and could it work here? An overview was given by Dr Herman Schmidt, director of the Federal Institute for Vocational Education, which co-operated with the German Ireland Chamber of Industry and Commerce in helping PETRA organise the conference. PETRA is the EC action programme for the vocational training of young people and their preparation for adult and working life.

The dual system is basically a combination of in-company training and educational release organised on a formal basis with training contracts being signed by the trainees and employers. The average age of a beginner is 18 and the average duration of training is three years — about two thirds of the relevant age cohort enter the dual system of training.

There are about 300 training occupations but 80 per cent of trainees are concentrated in about 60 occupations — industry and commerce accounting for most of them, followed by the traditional crafts. About 600,000 firms provide training, two thirds of which employ fewer than 50 people each. These include not just older firms but also the newer innovative firms. Certification is regarded as highly important.

The system is controlled through the chambers of industry and commerce or others chambers — all enterprises must by law be a member of a relevant chamber. Costs incurred by the chambers in relation to the dual system are levied on all member firms and are debts enforceable by court procedures, should that be necessary.

As Eamonn Rapple of FAS pointed out: "No comparable bodies exist in Ireland, which is a serious weakness that would have to be overcome if we were to introduce a dual system with anything approaching the degree of involvement of employers that exists in Germany."

There was agreement last week that it would be a mistake to try to transplant the dual system in its entirety but that some parts of it could be usefully tailored to our circumstances. To do that, however, we need to end the 'turf warfare' between education and training agencies over who does what. The forthcoming white papers on education and manpower provide a unique opportunity to do so.



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## Taking part in Placements

*In Ireland, **PETRA** has touched the lives of thousands of young people. Some of them spoke about their experience of placements to Caroline McCamley and now, Elizabeth Watters who manages the **PETRA** National Coordination Unit in Dublin puts these comments into context.*

## Changing Places

With a myriad of placements, study visits and exchanges completed and in progress, the **PETRA** population in Europe is growing fast. In Ireland **PETRA** has touched the lives of thousands of young people, some directly in that they have participated in transnational activity, others because the lessons learned and the effective models of good practice are now being applied extensively in the design and implementation of their training and education.

So what is the impact of a programme with very ambitious objectives? How have young people who have had the "**PETRA** experience" made use of it? What have been the strengths and weaknesses?

"I was thrilled when I heard I was going - I had never expected to be going anywhere and had no idea what it would be like over there" said Lisa Henderson. For Lisa, **PETRA** opened a door which she had not even considered possible. A trip to Denmark, to experience another culture, other approaches to training, a whole different way of life. Not a holiday for which the extent of preparation might have been a new swimsuit and a bottle of sun cream - a trip which had a serious purpose and required a very different sort of preparation.

"We have to meet every week for a few hours to get organised and learn all the things we needed to know - like the Danish for please and thank you and numbers and days. It was hard!" But was the preparation useful? For Lisa and her friends there were new people to meet and the challenge of looking after themselves in a foreign country. Language proved to be less of a barrier because of the level of English spoken in Denmark. Coming from an inner city area, Lisa left school without qualifications and the **PETRA** element of her vocational training has been an important statement of what she now feels may be possible. ■

## From a job to a career

One group of young women, for whom ***PETRA*** has brought concrete results, work in Irish Carton Printers - a packaging company which is part of an Irish multinational, Smurfit. The emphasis of the programme was to develop each participant to realise her potential both personally and through training in the area of quality control, which was a new opportunity for these young women operatives. For these young women the programme opened not just the possibility of promotion, and as one said the difference between "just a job and a career", but real opportunities. By the end of the programme one had already been promoted.

For others, the learning intentions are more specific from the outset. Many young people who are either training for a particular career or already in employment, know exactly the type of skills they want to develop and have some idea about the advantages that working or studying in another country will bring. What they are less prepared for are the lifestyle and cultural differences or the need to have at least a basic command of another language. ■

## Reality versus role-play

"Entschuldigen Sie bitte, wo ist der Bahnhof oder die Bushaltestelle? (Excuse me please, but where is the railway station or the bus stop?)"

Stranded, would probably be an apt description of how one group of young Irish hotel workers felt on arrival at Berlin Airport. With nobody meeting them, the first challenge was to make their way to their base and with just ten weeks German language training this seemed a great deal more daunting than the language learning role-plays had been back home!

"Then when we arrived we were given a briefing about the training hotel in which we would be working. It was all in German - our knowledge of German couldn't cope and we were very fortunate that our hosts were so patient. On the other hand it stretched the little German we had," Karen Quinlan of Jurys Hotel, Dublin, points out. "We really appreciated the patience of the staff in the German hotel when our language competence was not quite what it might have been!".

In the hotel and catering industry, communication is vital and in some ways this message was brought home to Karen and her colleagues by the experience. Debbie O'Gorman, another member of the group had no doubts about the impact -"Because of the ***PETRA*** programme I hope that when German guests arrive in Jurys I will be

able to greet them with a little German and make them feel that our hotel is their home away from home".

Language preparation is vital if young people are to make the most of their experiences in another country but the longer term value is particularly important if mobility is to be a real option for more young men and women. The question of language preparation needs to be fully integrated into programmes, ideally as a long term aspect of development. Survival courses may be necessary but they are not the best solution either for young people who have studied a language before or those who never had that chance.

As the concept of a work and training placement in another country becomes a more usual feature of young people's development so the placements are being integrated more fully and effectively into training courses. It is an aspect of any course or period of training which is particularly challenging, stretching the personality and skills of those concerned. Meeting that challenge demands a high level of preparation so that young people can make the most of the experience.

Donnacha O'Riordan was one of 16 students who spent three weeks working in Cernusco outside Milan and living with a host family. As well as his overall course work in electronics engineering which contributed to his preparedness for the exchange, Donnacha and his colleagues also took a crash course in Italian language and culture.

Donnacha believes that the resulting benefits will help him when he completes his course and is looking for a job. The self sufficiency, initiative and adaptability inherent in a successful period of work in another country will enhance his CV. In addition, he believes his eyes have been opened to the possibility of actually working abroad in the future and has provided him with a useful insight into dealing on a professional level with people of another culture . ■

## Fresh fields

For other young Irish trainees, the experience overseas really opened their eyes to new or more sophisticated methods which they would now like to apply in Ireland. Farming is one of Ireland's major industries, a traditional source of employment and one which has been greatly effected by the changing demands on productivity and the expectations of consumers.

Most Irish agricultural students spend their three months work experience in Ireland

but Andrew Purcell felt that a placement abroad would offer him a new perspective, an opportunity to see farming methods and infrastructure in another country. Andrew chose the Netherlands because the Dutch are renowned worldwide for their excellence especially in dairying and their intensive farming is more advanced than in Ireland.

"The first week of the placement was spent in a Dutch Agricultural College on an introductory course which included visits to dairy and beef farms as well as lectures from the local bank manager, veterinary and farm advisory service. My actual placement was split between two farms which were fairly similar -as both had approximately 40 acres of grass and maize, 50 Holstein cows and a milk quota of round about 100,000 gallons and of course, high stocking and production rates" Andrew recalls.

The experience was a positive one for Andrew as the Dutch hosts constantly encouraged questions, recognising that the participants were students first, and farm workers next. Obviously when farmers spoke English, the potential for learning was increased and on some farms the mix of dairying with other crops proved to be a very new experience. Harvesting asparagus, for instance, which can only be done at first light!

What did Andrew learn from the placement? "A new understanding of breeding and feeding practices as well as fertilisation, grazing management and farm structure - very specific and useful as I develop my own farming practice". He believes that the decision to seek a placement abroad was a wise one and one he would urge other students in the same situation to consider it for themselves. ■

## Swapping best practice

One advantage of overseas placements, even for short periods, is the opportunity to both learn and contribute. The contribution aspect frequently comes as a surprise to young people who very firmly believe that the other person's grass is not only greener, but smarter, better, more advanced ....!

When young employees from the Superquinn supermarket chain left for their work placement in France they certainly did not expect to teach, as well as learn from, their hosts and yet, this is what happened. With a high priority on customer care within Superquinn this group considered it quite normal to go to great lengths to find a product for a customer, assist them, pack their shopping and help them to find their cars. By the time their weeks in France were over they had introduced such practices

to their hosts. But what did they learn? "That we are as good as anyone and anything that needs to be done we can do and do well", Debbie believes. "That the competition is going to increase and that we have to keep looking at how everyone else does things so that we get better and better". A sentiment shared by Superquinn Chief Executive, Feargal Quinn. "Getting involved with ***PETRA*** gave our young people a chance to go and work in a world class supermarket chain and a great perspective on how to do things in a competitive way".

Seeing how it's done whether in the work place or in the training centre, is sometimes matched in a ***PETRA*** exchange by the opportunity to try out a completely different approach to work or to train on equipment or a programme not available in Ireland. Dermot McGhee and a group of fellow students experienced something new both in their training in Ireland and their exchange programmes in Southern Holland. Their Programme, run by the National Rehabilitation Board, aimed to give young people with disabilities a qualification in the Business Applications for Micro Computers. The course itself was followed at home by computer based instruction backed up with on line support.

The course was a new departure with home delivered training offering training opportunities to students who might in the past have been excluded. However, for three students there was the chance to see the work of the Federation of Sheltered Employment with its custom built centres and special training, developing skills within a simulated work environment. ■

## Personal growth

Programmes like ***PETRA*** offer a very important opportunity to young people when they have the commitment to ensure that young people, regardless of their socio-economic background, abilities or disabilities, sex or ethnic origin can be involved. For young people used to being excluded within their own society, the chance to experience how other countries work for their inclusion can be dramatically empowering on a personal level.

This sense of a new perspective, of new and valuable information gained by the young people, needs to be harnessed long after the overseas experience. Gradually training programmes are building in a period of debriefing and evaluation which can have many benefits. The structured approach is important - too often the experiences and views of young people are discounted, dismissed as of no consequence or little value. Yet, in both Superquinn and Jurys the ideas and observations of the young people were quickly harnessed. A formal debriefing, involving the participants and

their line managers in Jurys, allowed the experience to be discussed in detail, the personal learning evaluated and key differences in approach to be considered.

The Managers were able to observe the extent to which their staff had used the opportunity and any preconceived ideas that it had been simply a pleasant break quickly disappeared. On a very simple level, the Superquinn group members who had worked in France were more willing to try to help French speaking tourists who were shopping in their stores and were noticeably more confident about their work having been able to teach their hosts. ■

## New departures

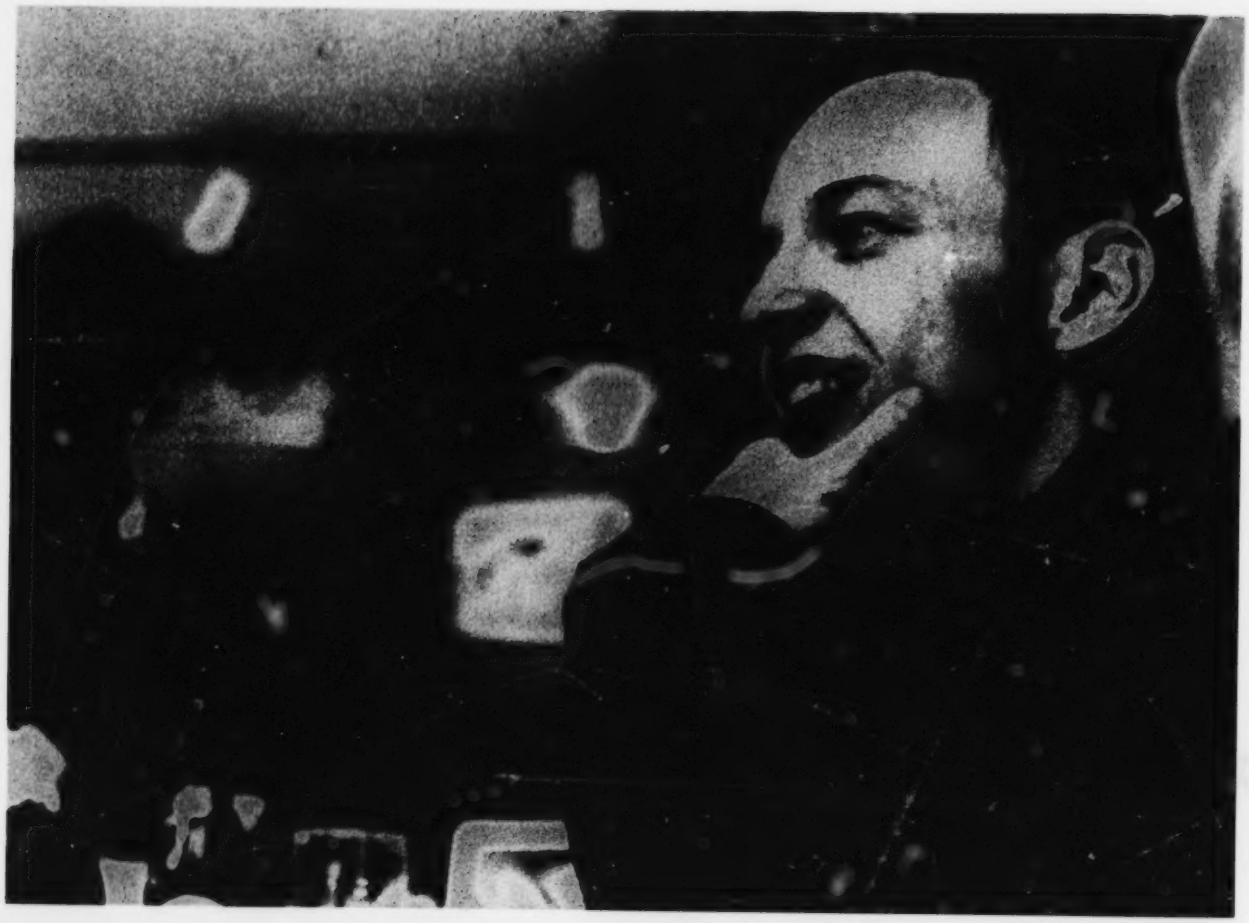
For some organisations the initial ***PETRA*** programme has become an important and expanding exercise. The Dublin Institute of Technology at Kevin Street Dublin, has partnered with the Deutsche Bundespost Telekom in a successful and developing programme of activity which includes student exchanges and cooperation on the preparation of training modules. According to John Russell of Kevin Street the partnership has not only delivered on the specific objectives but has had spin offs.

"At the moment we are preparing for the third exchanges. Some of our students have been placed in what was East Germany and for them the additional experience of being in at the beginning as one student described it, has been particularly interesting", John Russell said. "We have also developed excellent relationships with our partners and this has led to new initiatives - currently we have three students in their penultimate year working, and being paid, in Germany for a year. A tremendous opportunity for them".

In addition to all that, work is at an advanced stage of development on a joint training module on computerised measurement techniques which John Russell believes will have wide application.

So the second phase of ***PETRA*** is well underway and in Ireland, it has become a shorthand for new opportunities. As MEP Mary Banotti has already commented, ***PETRA*** has really provided many young people with "the opportunity to discover and develop a new sense of shared European identity". ■

## The Rats from Vesterbro



Any tourists who have stayed in this part of Copenhagen will recall with a shudder the dark forbidden district surrounding their hotel : grim four to six-storey 19th century houses, with brightly-lit porn shops or all-night shops in the basements, with craft shops in back yards and shady figures in doorways. Vesterbro is reckoned to be the worst problem area in Denmark's capital, in which prostitution, drugs and unemployment are rife.

The grey facades hide much misery: immigrant families of five in two-room apartments without a bathroom, single mothers and their children, young people living together in "communities". From time to time, you might come across a citizen's initiative up several flights of stairs, here and there an old people's cafe or a self-help group for the long-term unemployed. All discreet and hard-to-find, to discourage junkies and alcoholics who roam Vesterbro's streets.

Per Ole and his group describe themselves as "rats". In the project report, they explain their situation this way :

"Once upon a time there was a number of fat, brown-speckled rats, living deep down inside the Copenhagen sewerage system. They were at home in their own little world, in which dirt and excrement flowed by in a constant stream. Metres of lavatory paper rained down on them from above. One cold winter's day this became too much for the rats, and they put their noses together to sniff around for something different".

All this was more than one year ago. At that time the unemployed rats were around twenty years old and till then had only temporary employment, despite having been trained, one as a graphic artist, another as a journalist and a third as a kindergarten teacher. Per Ole, a photo-designer, was convinced that other people's "lavatory paper", in particular the printed media for young people, was not half as good as his own "bumph", which accordingly they named "Torpedo Magazin". The first financial assistance came from the city Mayor, then Per Ole discovered the ***PETRA*** Programme

None of them gets paid a penny. "Wages are paid in cups of coffee", Per Ole tells us, though he himself appears to live more on Cola. "Our magazine provides, if you like, a playground for other rats: for new and alternative ideas, which blossom in the Copenhagen underground. We try out experiments in journalism and graphics which match us and our lifestyle". He laughs and points to the mess in his apartment and to the mannequin, which has followed him on all his moves to date.

and the support it offered for youth initiatives.

Per Ole lives, in his own words, in a rat-hole of a miniature kitchen and two tiny unheated rooms, with a lavatory on the landing. He has just recently taken over the apartment from a Pakistani family, who lived there with two small children. The apartment needs to be renovated, but first of all the latest edition of "Torpedo Magazin" has to be published and distributed free-of-charge to young people.

Per Ole, who left home at 17 and has looked after himself since then, talks about his magazine: "We examine social, political and personal problems - right down to the bone, and when it comes to writing about culture, we use really sharp pencils".

Altogether, 25 people work on the magazine.

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In their project report they call themselves rats. Anyone who has studied these little animals knows that rats are highly sociable creatures, with a very clear commitment to the society in which they live. Take a walk through Vesterbro with Per Ole and you'll find out how true this is. ■■

## The Youth Initiative Projects (YIPs)

*A very special approach to participation has been offered to young people who manage and control their own projects. These Youth Initiative Projects have been a very successful experiment and can make a substantial contribution to national and European training policies, as Betty De Wachter of the Petra Youth Bureau points out.*

### The Youth Initiative approach

Rapid industrial, technological and structural change has placed new demands on young people entering working life, and on the education and training systems preparing them for it. Employers are putting more and more emphasis on qualities such as the capacity to work in a team, flexibility, responsibility, imagination, initiative and adaptability to change. At the workplace, new transversal skills are required, including the ability to make decisions more autonomously, to carry through a plan and to evaluate one's own performance, to solve problems and to communicate well.

Training and education systems are challenged by this situation and are seeking new ways of organising the learning process, for example through the creation of a more real and motivating learning environment and new forms of project work. "Enterprise training" and the promotion of "core skills" are new concepts in the development of initial vocational training.

The youth initiative approach comprises a specific form of project work, managed and controlled by young people themselves. Youth Initiative Projects (YIPs) involve action at local level, with a commitment to provide services to other young people, whether it be dissemination of information or the development of skills and competencies. Setting up and running YIPs provides a particularly attractive opportunity for young people to put their own ideas into practice and to learn to take risks. They have to make a financial plan and to organise the financial support for their project. They have to learn to negotiate and to ensure that they will achieve concrete results. They have to deal with all the legal, financial and administrative problems which their project might produce.

YIPs fill a space between regular training, employment or self-employment which can be complementary to existing training and guidance provision. They provide interesting examples of a methodology through which youth-led action creates a

global training situation in which young people acquire essential skills and competencies for their lives. This methodology is widely applicable, regardless of the topic of the project. Whether it be the production of a local radio programme, the running of a motorbike repair workshop by young unemployed or a theatre competition, the process is the same.

YIPs are especially beneficial for disadvantaged young people who have had a negative experience with learning in an institutional context, and therefore often reject the regular or mainstream training provision. Because of its non - institutional and small-scale character, a YIP offers possibilities for these young people to create a new chance for themselves on the basis of an idea which is their own. This "learning by doing" helps build up self-esteem and self - confidence, it can (re-)motivate those involved in the project to re-enter regular training or further training, and facilitate access to the labour market. ■

## YIPs-Past

During the first phase of ***PETRA*** the Commission was assisted by an Ad Hoc Advisory Group on YIPs.This Group was made up of individuals who had either experience in youth work, training and education or had a direct involvement in Youth Initiative Projects. These individuals provided the Commission with an assessment and evaluation of project applications from their region or Member State and played a very important and valuable role in the promotion and development of YIPs.

Between 1988 and 1991, 575 YIPs were selected from a total number of 1387 applications, to receive financial support under ***PETRA***. This support covered up to 50 % of their projects' costs for a period of up to one year and was subject to a maximum grant of 10.000 ECU.

| Member State | B | DK | D | GR | E | F | IRL | I | L | NL | P | UK | EC Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No of YIPs | 60 | 34 | 72 | 55 | 54 | 50 | 42 | 70 | 8 | 20 | 40 | 70 | 575 |

In addition, 18 projects were selected from all Member States, to form transnational partnerships to work on certain key themes, spanning the most important areas of work of the local YIPs. Each of these partnerships received financial support for a period of two years, to explore the potential of YIPs for participation in transnational cooperative activities. More details about these partnerships follow later in this Yearbook.

The number and characteristics of the young people involved were analyzed in a survey, carried out in 1990, of all YIPs funded in 1989. There was a 90 % return rate for the questionnaires which were applied to 114 projects.

| Total N° of young people involved | Gender | | Age | | | | | Disadvanteged |
|---|---|---|---|---|---|---|---|---|
| | M | F | <15 | 15 - 19 | 20 - 24 | 25 - 29 | >29 | |
| | 1355 | 1242 | 219 | 950 | 843 | 463 | 122 | 1143 |
| 100 % | 52% | 48% | 8% | 37% | 32% | 18% | 5% | 44% |

1) Including socially disadvantaged young people (immigrants, travellers, young people in residential care, young people with a criminal record); young unemployed; young people without any educational/vocational achievements; mentally or physically handicapped young people

It should be noted that the figures given in the table indicate the number of young people who played a direct role in the management and development of the projects. They do not include the many other young people who have benefited from the services or facilities provided. The projects covered by the survey represent only 17 % of all YIPs funded in the period 1988-1991. These projects were a representative sample of the total number of projects, in terms of their structure and nature, so the total number of young people directly involved in the management of YIPs is estimated at 15,000 for the first phase of ***PETRA*** 1988-1991. ■

YIPs - Present

Youth Initiatives continue to play an important role within the framework of the ***PETRA*** Programme. There are, however, some challenges facing this type of small scale, locally based project run by young people themselves.

1992 was a year of transition for YIPs. The projects have been integrated into Action II under the second phase of the ***PETRA*** Programme and the assessment of applications for funding transferred from an Ad Hoc Advisory Group on YIPs to the ***PETRA*** National Coordination Units (NCUs).

The integration of YIPs in Action II, the European Network of Training Partnerships, means that the link with vocational training activities within the framework of the Network is reinforced and that a number of YIPs will be offered the opportunity to take part in transnational activities. It also means that the "regular" training providers will have a chance to learn from the innovative approaches to training which are developed within YIPs.

This is a response to one of the recommendations of the external evaluation on YIPs which took place in 1991 and which stated that "most projects lack the mechanisms to tell their story to a wider audience, and to affect opportunities for young people, in general. More attention should therefore be given, in the future development of the programme, to exploring effective methods for the transfer of experience into regular training, and to building links between YIPs and the regular education and training systems."

A seminar held in Wuppertal (D) in September 1992 provided the opportunity for an effective transfer of know-how and experience from the Ad Hoc Group to those people within the NCUs who were taking on board the assessment and follow-up of YIPs in their Member State.

The Wuppertal seminar highlighted the following points :

■ visiting a YIP is essential to learning about the project itself and about the context in which it operates;
■ the role and place of young people in the project is the determining factor in assessing the projects suitability for financing;
■ the development of competencies, the benefits for training and employment opportunities of the young people involved, the capacity for planning, organising and maintaining the project before and after the financial support, are other important factors;
■ direct and regular communication between the advisor and the young people involved in the project is needed;
■ information about alternative sources of funding has to be provided to the projects;
■ information about other Community programmes has to be provided to the projects;
■ networking between YIPs at local/regional/national level should take place as projects can provide a strong mutual resource of know-how, information and support;
■ information on YIPs should be disseminated and should be targeted to specific groups of young people or to those support organisations which have direct contact with young people;
■ the international dimension of YIPs should and could be developed at different levels. ■

YIPs-future

As the National Coordination Units have taken over the responsibility for YIPs, it will be important to ensure that the people in charge of this particular part of the programme continue to exchange views and ideas on a regular basis and further explore and investigate the potential of YIPs and their contribution to the ***PETRA*** Programme.

Networking activities of YIPs at national level have provided a useful forum in the past to give projects the chance to meet, to learn from one another, to break away

from their local isolation, to receive information about ***PETRA*** and other European programmes.

It is promising to note that plans are made to hold national meetings in the Netherlands, Ireland, Italy and Germany. The YIPs experience will play a central part in a conference in Denmark looking at core skills development and training activities for project advisors have been planned in Portugal and the UK.

Young people find the type of support the Commission is offering via YIPs essential for the recognition and further development of their activities. This may be illustrated by the following excerpt from the report of a Spanish project "Didac 91 - Grupo Joves 2000" :

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Project DIDAC - 91, Grupo Joves 2000, Palma de Mallorca

Participation in this project has enabled us to :

- communicate better and to help solve problems;
- develop skills and competencies in the audio-visual field;
- gather and select information;
- serve as an information point for other young people;
- better counter difficulties which the labour market imposes on young people;
- gain confidence in our capacities;
- meet people and new working environments and finally to enjoy ourselves.

(5 young people, 3 young women and 2 men between 16-27) ■

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Michel Morin:

## Youth Initiative Theme Based Partnerships

*When Youth Initiative Projects get together in transnational partnerships they can appear like the Atomium in Brussels or even the Ariane Rocket - that is one of many things which Michel Morin, the consultant for the **PETRA** Theme Based Partnerships (TBPs), discovered during the first stage of this experience.*

## Why Theme Based Partnerships?

The previous article has indicated that the approach developed within Youth Initiative Projects (YIPs) of the ***PETRA*** Programme had proved useful in responding to the training and educational needs of a number of young people, but an unresolved question was how to promote this approach more widely? As a first step, it was felt that it would be useful to demonstrate the approach in action in other aspects of the ***PETRA*** Programme. The most obvious of these was the European Network of Training Partnerships (ENTP) which is based on the concept of transnational exchange and cooperation and comprises a large range of schools, training centres, colleges, firms and professional associations throughout Europe committed to the introduction of innovation in vocational training.

There was no real history or experience of YIPs being involved in transnational activity and so, before proceeding further with the idea of introducing YIPs into the ENTP it was decided to have a "test-run" to see if transnational YIP activity was possible. However, there appeared to be two main stumbling- blocks to YIPs networking at European level which were :

- access to information about similar types of projects with which cooperation might be possible
- lack of money to finance cooperative activity (travel, phone, fax etc.)

To overcome the first barrier, the Commission defined four themes which were reflected in YIP activity in a number of Member States. These were :

- Training;
- Information;
- Education for Enterprise;
- Preparing for 1992.

Potential projects were then identified by members of the Ad Hoc Group on Youth Initiatives who were responsible for the evaluation and support of YIPs in each of the Member States, during the first phase of the ***PETRA*** Programme. The contacts which they already had with projects enabled them to select those which corresponded to these themes, which had been in existence for some time and which had the potential to manage a transnational activity. The proposed projects were then considered with a view to establishing four balanced partnerships in terms of geographical and cultural considerations.

To overcome the second barrier an offer of grant was made by the Commission to those projects which wished to become involved in this transnational experiment. This offer provided each project with 8.000 ECU to continue its on-going local action and a further 8.000 ECU for the partnership activities. In addition, each partnership group received 8.000 ECU to ensure coordination of its work and normally, this went to one of the partnership's projects which had agreed to fulfil this coordinating role. There was also a clear expectation that similar sums of money would be available to support a second, final year of the TBPs.

| | |
|---|---|
| Name : | Theme Based Partnerships (TBPs) |
| Born : | In the Youth Initiative activity of the ***PETRA*** Programme |
| Date of Birth : | September 1988. |
| Activity period : | January 1990 - January 1992. |
| Make-up : | 18 Youth Initiative Projects, grouped according to 4 different themes : training; information; preparation for Europe 1993; enterprise education. In total, 100 young participants directly involved. |
| Address : | 18 towns and cities in 12 different Member States. |
| Activities : | The creation of common products within each theme based partnership. Formative self-assessment. |
| Methods : | The active participation of young people, supported by grants for both local and European level activities from the Commission of the European Communities on the basis of contracts (***PETRA*** Programme). |
| Technical assistance : | The ***PETRA*** Office and a consultant to assist with the self-assessment. ■ |

## The Development of the Partnerships

The first chance which the projects had of meeting each other was in September 1989, in Brussels. Quite a lot of the meeting was devoted to an explanation of the background to the TBPs and of the administration and contractual details but it did give projects the opportunity to share ideas, to identify the problems which had to be

resolved and also to agree on a date for the next meeting of each partnership. A similar meeting of all the partnerships was held in Autumn 1990 with a view to discussing the TBPs' work programmes and agreeing the contractual arrangements for the second year of operation. By that time it was already evident that despite a common operational framework and contractual conditions, each TBP had developed in its own way and had adopted different methods of working. These can best be demonstrated by using four images. ■

## The training TBP - The Stakhanovists

This group adopted an intensive work programme, with four weeks of training beginning in the Summer of 1990. The group was very ambitious and organised five separate training courses in this very short space of time. Its programme was so heavy that two projects dropped out between the first and second years and only one project was replaced. The European partnership brought a number of projects to maturity in a short time as through the activity, a number of participants found opportunities for further training and or full time jobs. Also the existing organisational structures of the projects were strained by the intensive European level activity. ■

## The information TBP - The Atomium

The shape of the Atomium in Brussels is familiar to most Europeans. Each project in this partnership could be symbolised as one of the spheres of the Atomium, firmly mounted and solidly constructed. From the start of the co- operation activities, links were formed to connect projects, as the Atomium's tubes hold the spheres together. Each group worked to contribute something to others and to get something in return. The Danish project brought its experience in journalism, the Italian and Irish projects their different experiences in youth information and the U.K. project offered its experience in youth participation. However, it was some time before a common European-level project could be set up but "TBP Atomium" had a firm foundation on which to stand as a result of some of the bi-lateral exchange which had taken place. ■

## The education for enterprise TBP - The Beavers

This partnership focused on housing for young people, and this theme may have contributed to the choice of the beaver image. The partnership went to work with energy and tenacity. At their very first meeting, they prepared an action plan for the next two years and set up a technical and financial structure to support their co-ordination efforts. ■

Firmly rooted in an awareness of young people's everyday problems, this partnership helped a number of young people. Some gained experience as organisers, whilst others participated in meetings and exchanges. The groups involved in this partnership were more diverse than those of other networks. A paradoxical situation arose where three groups from Northern Europe involved in renovating old houses, and thus - some would say - burdened with the image of marginalised young people, worked in tandem with a group from Southern Europe composed of young entrepreneurs already integrated into the business world.

While these disparities may have had some adverse effects, the network worked and played the role for which it was designed, producing the information documents as planned. In addition this partnership proved to be an excellent school for tolerance. ■

## Preparing young people for Europe 1993 TBP - The Ariane Rocket

The various elements involved in this partnership were diverse and sometimes conflicting. The central theme itself was a source of divisiveness and disparate interpretations. The members of the groups were as varied as could be imagined. They ranged from young to old, sophisticated to disadvantaged, militantly pro-Europe to sceptical about the European Community.

Creating a functioning joint project out of this diversity was a process akin to the beginnings of the Ariane rocket. The stages were gradually put into place. The successive phases of the project fulfilled their objectives, and while the final products may not be as unified a whole as the Atomium or as efficient as the Beavers, the videos produced, the documents written and the meetings arranged offered an overview of the project's relevance to the Europe of the future. They also reflected an effort to achieve unity whilst retaining each group's individuality. ■

## Concrete Results

Over one hundred young people were directly involved in activities which enabled them to work together with their peers in the other projects. These activities were important steps in building towards the final main product or results of the partnerships.

The partnership organised on the information theme produced information booklets on the four countries involved (Ireland, the UK, Italy and Denmark) for young people who may be going to study, train or work in any of these countries.

The education for enterprise partnership, working in the area of housing for young people, produced an educational exhibition about their activities and the processes of involvement and training in each group. The participants also produced a pamphlet and recommendations on how to tackle the social problem of housing for young people.

The training theme inspired a variety of training activities for young people from a variety of backgrounds. This was no easy task, as it involved creating a common dynamic among young people from problem neighbourhoods (with the aid of social workers and other young people), which resulted in a theatre troupe, a fashion workshop, and the training of social and cultural activity leaders. The presence of a framework theme contributed to the success of this partnership.

The theme of preparing young people for the Europe of 1993 found expression in products related to intercultural relations, taking the form of videos and accompanying documents. The young people considered their original theme and transformed it into "Young people's hopes and fears for the Europe of 1993."

While these results were achieved, there were a number of issues which emerged in the course of the work of the partnership which had to be resolved. Some of these issues are also relevant to other elements of the ***PETRA*** Programme, as they are concerned with how to get the most benefit from the transnational cooperation and maximise the use of the finite time which is available. ■

## Preparation

The experience and outcomes of the TBPs show that the creation of partnerships and the development of transnational projects require some new skills and that the acquisition of these skills partly happens by a strengthening of the training element during contact activities. The conclusion of a ***PETRA*** seminar which took place in Hasselt (Belgium) in 1992 also refers to this need for new skills. This seminar allowed young people who had taken part in the TBPs to share experience with young people who had taken part in other types of ***PETRA*** exchanges or placements. The discussion and the views of these young people confirmed that the concept of a "Citizen's Europe" is reinforced by first hand experience of the European Dimension and that the organisation of such activity should be the topic for certain training modules. This might well be addressed within the European Network of Training Partnerships as such modules could be integrated into the existing contact seminars to speed up the process of the development of partnerships. Topics for such modules might include :

■ the European Community and its programmes in the area of education and training;

■ training and education systems in the Member States;

■ how to develop contacts, exchange of practical information, vocabulary, project descriptions etc;

■ how to plan, timetable and implement transnational activities, study visits, exchanges etc. ■

## Communication

When activities have involved decision-making and joint events, language barriers could be overcome as long as the project representatives had at least one language in common. During the production stage, all of the young people involved in the projects came into contact with each other, and their need and desire to communicate beyond a superficial level soon became apparent. The sense of fellowship and understanding which compensates for the absence of a common language during initial encounters, falls short of what is required for real work and joint action.

Each partnership group had to define a minimum common vocabulary to enable the young people to know exactly what they were talking about and glossaries and lists of terms came into increasing use. The groups often designated interpreters for meetings, which was not the case during preliminary discussions at European level. In most cases, the make-up of the groups guaranteed that interpretation would be available within each partnership but other young people with foreign language skills were asked to interpret for example between Italian and English at a meeting of the Information TBP. These experiences no doubt contributed to some young people's motivation to learn foreign languages and an experiment in the teaching of Italian as part of the Information TBP proved that basic language competence can, in certain instances, be achieved relatively quickly.

During their meetings, the young people of the TBP groups discussed their communication needs and the outcome of their experiments in interpretation. This led to the drafting of a proposal to carry out an experiment in using **local interpreters**, a project which was financed as an additional ***PETRA*** project in 1992. The project recruited a number of bilingual young people from the existing listing of YIPs who were then used to act as interpreters at a range of international meetings and events.

The success of the project indicates that there is scope for the further development of this approach of identifying and using the skills which already exist within the Programme. ■

## Evaluation

Self-assessment was the main method used to evaluate the TBP process because:

■ it is consistent with the Youth Initiative principle, of conferring responsibility on the participants;

■ it is by nature educational;

■ the cost of an external evaluation of such a far-flung network would have been very high.

Guidelines and a self-assessment grid were provided at the beginning of partnership activities, and exercises in self description and an analysis of each project's situation and environment were shared with partners. This was followed by the joint preparation of a self-assessment questionnaire and discussion about its application and the use of results. Progress was then reviewed at meetings of the group leaders of each partnership.

The TBP experience has demonstrated that an introduction to self-assessment techniques is feasible, even for non- specialists. The tools may not be directly applicable elsewhere, since they have been specifically designed for TBPs but they can, however, be used as a starting point for the development of self-assessment in other activities of the ***PETRA*** Programme. ■

## Recognition

Acceptance of the fact that life experience provides qualifications is growing. But recognition of this type of qualification is not systematic and remains linked to conventional training processes. Within the TBP, some partial recognition was achieved. This was possible in the training TBP, since the young people had participated in training activities as part of recognised school or university curricula. However, in most cases, the only types of recognition were letters and testimonials produced by the groups themselves, the ***PETRA*** Office, or the consultant. In these instances, the documents were taken from press-books or a personal CV which the participants prepared as part of their search for a job or a place on a training course.

However, the need for a system of recognition of activities which have a European dimension is not limited to YIPs but is important to all the other aspects of ***PETRA***. The question of the recognition and certification of transnational training and work experience placements is the topic of a major study to be carried out within the framework of the Programme's complementary measures. The report of this study will be available early in 1994. ■

## The legacy of the TBPs

The two years of operation of the TBPs have demonstrated the capacity of YIPs to take part in cooperative transnational activities. Following this TBP experiment, it has been decided that 13 YIPs should be invited to join the European Network of Training Partnerships in 1993. The impact of the youth initiative approach on other types of training projects in the Network remains to be seen. However, these YIPs will have the benefit of the experience of their predecessors in the TBPs and can use some of the novel solutions which have been found to the problems encountered in transnational activites. This should be of considerable value to them as they begin their tasks of identifying potential partners and developing partnership work programmes for 1993 and 1994. ■

## "Otherwise it would be like any other job"

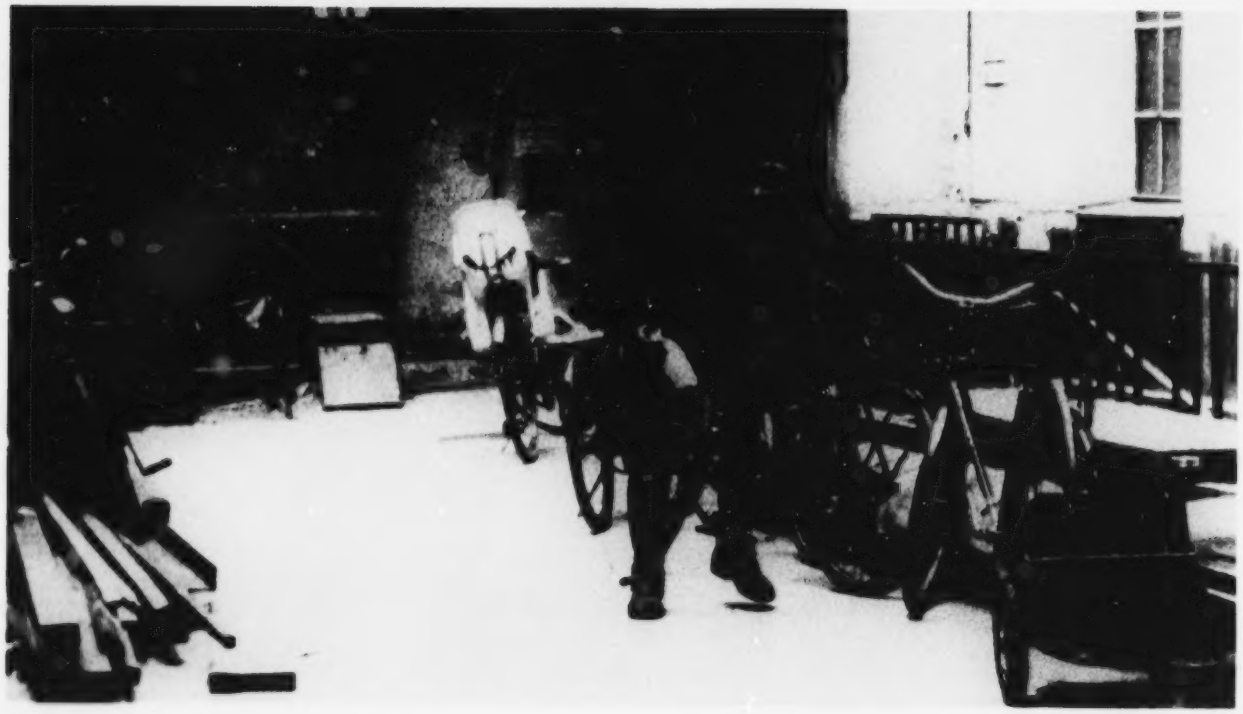
Once upon a time the windows of Uschi Blankenberg's office looked out over the Landwehr Canal, to the Eastern part of the world on the other side of the Wall. Today the leader of the "Atlantis" project works, not only with the East but, through the ***PETRA*** European Network of Training Partnerships, with the whole of Europe: from Berlin the net stretches out to Andalusia and Portugal, to Ireland and Denmark.

"Without ***PETRA***, all this would not have been possible." Uschi Blankenberg is referring here to the training workshop in Andalusia, where twenty young people will soon be trained in concepts developed in Berlin. "Atlantis" itself is a non-profit environmental technology and job creation company, which is involved primarily in the transfer of environmental technology from north to south, more specifically, solar collectors, wind power plants and combined battery loading and hybrid systems which can use both sun and wind energy.

Atlantis' latest product developments include the "environmental filling station", where battery-driven vehicles can "fill up" and the Solar Cafe, where the coffee and washing-up water are heated with the help of solar collectors.

This combination of alternative energies and transfer of training points to the fact that "Atlantis" is more than a normal firm. If this is not already obvious, it quickly becomes so when one tours the workshops and training sites scattered throughout Berlin's Kreuzberg district. It is also obvious that "Atlantis" works not only on regenerative technologies, but also provides alternative working conditions.

For example, in the Berlin artist Kurt Mühlhaupt's back yard, wings are being produced for wind power plants, skilfully shaped plastic wings for powering environmental measuring plants in the Arctic and elsewhere, but also clumsy-looking wooden constructions. A wing made out of sailcloth can even be found hanging from the ceiling. In the wind workshop ("second back yard to the left") a dozen or more men are standing at machines and lathes, most of them having been long-term unemployed, but now receiving additional training here.



The electronics workshop is in the back yard of the management office. Above the work bench, at which both coloured and white employees of both sexes are working, hangs a banner: "Make jobs, not Pershings". Many of the young people who have found work here have come to "Atlantis" via job creation measures, which are now being cut back. In spring, 40 employees had to be sent home because overnight their allocations were axed.

"Many people who come here say to themselves: I'm rubbish, therefore I make rubbish. We must offer an alternative." Uschi Blankenberg insists that an alternative technology company must also offer alternative working conditions. Here skilled engineers work alongside unskilled workers, young people with learning difficulties next to skilled workers, drug addicts undergoing therapy with other long-term unemployed people. "If the working conditions were not like this", the head of the electronics workshop explains, "it would just be like any other job".

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Individual, self-determined work - this is the basis, also for the training cooperation with the southern countries. "How can we develop innovative products", Oliver Hirsch asks "if at the same time we do not use innovative teaching methods". The head of the electronics workshop himself found his way to "Atlantis" via a job creation programme, and knows what he is speaking about. What about language difficulties? "Well-trained and motivated people from Spain are quick to understand well-trained and motivated people from Germany." ■■

Teresa Oliveira :

## Environmental issues

*The protection of the environment is one of the most crucial tasks which humanity faces and it presents a special challenge for the creation of new types of job profiles and qualifications. Teresa Oliveira is a member of a Portuguese* ***PETRA*** *Project based in the Faculty of Science and Technology (FCT) of the University of Lisbon which is actively involved in the development of new training courses and modules in this field.*

## The initial stages

The original ***PETRA*** project funded through the special development grant lasted for three years and ended in 1991. These developments grants were only available under the first phase of the Programme to Greece, Spain, Ireland and Portugal and were to be used to help projects prepare for subsequent participation in the European Network of Training Partnerships (ENTP). The project involved an integrated training approach in the field of Environmental Management and Natural Resources. In addition to the University, the project also involved local authorities, national institutions responsible for the environment and quality of life and UNINOVA, an institution which provides links between universities and industry. The project simultaneously developed its main training component and a scientific pedagogical component as a support to the former. Later, the transnational co-operation component was added, giving a European dimension to the project and enabling mobility and training possibilities.

The project's training component started with a training of trainers course and aimed to offer a type of vocational training which did not exist in Portugal at that time. The course offered training in the field of environmental management and natural resources, specifically in city planning, bio-physical planning, infrastructures, nature protection, environmental quality, nature reserves, environmental tourism, energy and environmental impact.

The project adapted the vocational training which it was providing to the needs of those agencies and institutions which offered future employment opportunities. It aimed to give sufficiently flexible training which took account of both European co-operation and the demands of the labour market. It also intended to make the trainees aware of the need to progress in their career through a continuous process of vocational training. Such training also provided a wider understanding of

development in areas where major restructuring of the social and productive sectors is taking place which in turn has repercussions on the environment and on the quality of life. ■

## The research element

The project's scientific/pedagogical research was developed to support the preparation and execution of the project. Today's challenges to the development of new strategies and vocational training modules require monitoring, reflection and also scientific/pedagogical research of training actions, especially those which are innovative.

This research component was centred in the analysis of the needs of the labour market, in the study of the scientific content necessary for environmental education and the understanding and resolution of problems related to the environment. The research influenced the selection and training of the trainers of the social, economic, scientific and technical components and their output in terms of the curricula and the course planning, as well as the materials for the specific contents of the course.

A vocational training study led to the adoption of a triple methodology which integrated alternance, the modular structure and the technical training courses. The team, when executing its activities plan, included the research component and, besides supporting the actual project, it tried to provide results in the pedagogical field, in curriculum development and in the analysis of the work-community-school relationship.

The research allowed a better justification of the decisions taken in the definition of the training objectives, the methods, the contents and materials and even in the organisation of training. It also led to a quality control of the products and the processes and became a guarantee against the routine technical approach that sometimes characterises vocational training. ■

## Multiplication

This project was innovative as far as Portugal was concerned. The joint participation of the various entities like FCT- UNINOVA, higher education schools, local authorities (Lisbon and Almada) and State bodies in seeking an answer to the regional and national needs for training future employees, provided a new model.

During the preparatory studies for a vocational training course for experts in the field

of environment management and natural resources, the idea emerged that this training course could be held in a regional level vocational training school, or that, in the future, other similar courses could be developed regionally. Therefore a programme contract was signed with GETAP (Ministry of Education's Technological, Artistic and Professional Education Department) and the School of Vocational Training and Education for Development, in the Setubal region, to start with a training course for environmental management and natural resources experts.

It should be emphasised that the expansion of the initial project's objectives emerged as the result of the data gathered by the analysis and modeling of the evolution of the training process and implementation of the Vocational Training Schools. This led to the possibility of continuing this type of training, even after the expiry of the ***PETRA*** development grant.

The school started in its first year (1990-91) with one class of twenty non-qualified workers which was held out of normal school hours. Now, in 1992, there are 6 classes held both during the day and after working hours, which have a total of 150 students. ■

## European Co-operation

It was intended that after the development phase, the project should be integrated into ***PETRA***'s European Network of Training Partnerships. To help this, a group of university teachers was established to provide resources and support to the European Dimension of the project. It was also hoped that young people on the training courses could undertake part of their training in partner countries which might co-operate with our project. The project team therefore applied to join the ***PETRA*** Network and was invited to a project contact workshop which was held at San Lorenzo de El Escorial, near Madrid, in May 1991.

As a result of participating in the seminar, European partners were identified in the field of environment, training of trainers and vocational training. The cooperation was centred in the following areas :

■ analysis of flows of young people in training; answers provided by training to meet the needs of the labour market;

■ training of trainers, alternance training and modular training;

■ environmental management or related areas which have a direct impact on the environment such as tourism, agriculture or industry.

Now, continuing links have been established and organised in a consortium with ***PETRA*** projects from Germany, Greece, Ireland and Italy. In joint planning meetings, exchange training modules were agreed and the organisational methods were studied for a first phase of the project targeted on trainers in 1993, and for a second phase targeted on trainees in 1994.

With Germany, the cooperation follows two major lines. The first is cultural, in which cooperation will be developed through the creation of modules and materials for Portuguese and German language teaching and knowledge of each others cultures based on the methodology of the German project. The second line is technical and will promote the transfer of German technology related to environmental problems (construction of windmills, water treatment, solar panels) to be adapted to Portugal. In future, cooperation might also include joint research on alternative energies in Northern and Southern European countries.

With Greece, it is intended to produce a series of videos on environmental education. The commentaries will be in the national language and in English, and it is intended to use these videos in distance learning programmes.

With Ireland, the trainers will create vocational training modules in the environmental field, with the perspective of establishing personal development strategies. It will also be possible to link computers to a data base "Green Net" as well as access to dictionaries providing automatic translation from one language into several languages. These will contain expressions and phrases related to the environment.

Finally, with Italy, training modules will be developed with the following contents : bio,geo,socio,eco-systems; enterprise problems, communication and group dynamic techniques for environmental purposes. The environmental condition in two nature reserves will be studied (Arrabida and Naples bay - Pozzioli gulf) and alternative solutions to areas with similar problems will be suggested.

It is expected that this European exchange should contribute to the development of a training perspective with a three way relationship : to itself (self-training); to others (training relations) ; with the world (eco training). ■

Kees Meijer:

## The contribution of the ***PETRA*** Research Partnerships

*During the first phase of **PETRA**, 27 research institutes, each nominated by the competent national authorities, took part in the **PETRA** Research Network. Together they worked in 14 transnational partnerships focusing on selected themes. Kees Meijer, coordinator of the Network in the Petra Youth Bureau, reports on the outcomes of these first partnerships and gives an overview of current activities.*

### The partnerships and their themes, 1988-1991

The research partnerships had a twofold aim: on the one hand to support and improve the implementation of Member States' vocational training policies in general and of the ***PETRA*** Decision in particular, and on the other, to enhance the quality and policy impact of research on vocational training issues.

| Joint research issue | | Member States involved in the Partnership |
|---|---|---|
| Theme: Approaches to monitoring participation trends in vocational training | Opinions of young people about the value of guidance | B-I-UK |
| | Application of a model to forecast participation trends in education and training | B-D-GR-L |
| | Causes and effects of early school leaving | DK-NL |
| | Merits of different models to monitor the situation of education/training leavers | F-IRL |
| | Development of a model to monitor the situation of education/training leavers | F-P |
| | Comparative analysis of causes and effects of early school-leaving | IRL-NL-UK |
| | Labour market consequences of 'academic' vs. 'vocational' secondary education | IRL-P |
| Theme: Improvement of post compulsory, pre-vocational training | Effects of pre-vocational training schemes on l ow-achieving school-leavers | B-IRL-P-UK |
| | Factors contributing to the success of a pre-vocational training year | B-D |
| | Evaluation of the implementation of apprenticeship courses in Galicia (Spain) | D-E |
| | Comparative analysis of features of effective pre-vocational training programmes | IRL-L-P |
| Theme: Improving the training of trainers | Trainers in the building sector: training needs and effectiveness of training schemes | DK-NL-UK |
| | Assessment of a 'job integrated training' scheme for firm/school-based trainers | GR-E-F-I |
| Theme: New models of vocational guidance | Effectiveness of guidance materials for disadvantaged young people in France/Italy | F-I |

At the time when they came into the Research Network, most institutes were already involved in major national-level studies on training issues. These studies were often commissioned by national or regional training authorities. Participation in the Network added a European dimension to these national studies. The final reports of the partnerships clearly demonstrate that ***PETRA*** Research Partnerships have contributed in a number of ways to a further clarification and improvement of training policies and practices. ■

## Emphasising the importance of obtaining a vocational qualification

One of the main policy aims of the ***PETRA*** Programme is to ensure that all young people, who so wish, can take part in initial training and thus, enter the labour market with a recognised vocational qualification.

Whether a young person comes onto the labour market with or without a qualification does matter! The fact is underlined in reports from both Danish / Dutch and Belgium / Luxembourg partnerships which show that those leaving the education and training system without any diploma have a much higher unemployment rate and, during their whole working life, their income will be significantly less than their peers who have gained a qualification. ■

## Highlighting the implications of the quantitative aim of ***PETRA***

The ***PETRA*** Decision has stimulated the debate in Member States about the implications of giving young people the entitlement to obtain an initial vocational qualification.

In 1991, the Dutch government established the right for all compulsory school leavers to obtain a 'starting' qualification, i.e. a qualification at the level of an initial apprenticeship course. A Dutch research institute was invited to prepare a report on the implications of this decision. This work was enriched by the contribution of its Danish and Irish partners, as they provided background knowledge about the application of various definitions of early school leaving. In the report for the Dutch authorities a series of proposals are included, on how to best address the needs of "drop-outs", based on the experience from the three countries. ■

## Developing methods to monitor the situation of school leavers

A number of the research institutes were already involved in national-level monitoring of the flow of young people leaving the education and training system. The joint activities have helped some Member States to introduce a monitoring system and others to improve their existing systems.

A Greek institute adapted a German school leavers monitoring system to its national situation and, using it as a simulation model, calculated the effects of various policy options upon the participation rates in different types of general education and vocational training.

A French and an Irish institute compared the validity and reliability of their respective national monitoring systems and the same French institute provided expertise to its Portuguese partner in developing plans for the introduction of a monitoring system in Portugal. ■

## Introducing and raising the standards of initial training

While enhancing the participation rate in training, the ***PETRA*** Programme also seeks to improve the quality of training provision. Many of the research partnerships have contributed to this latter objective.

A German - Spanish partnership supported the introduction and evaluation of apprenticeship courses in Gallicia (E). A three - country partnership, involving Ireland, Luxembourg and Portugal, has analysed those elements of training courses for the disadvantaged which contributed to their success. These elements included an individualised approach in the delivery of training, an assessment of the training and an open attitude on the part of the trainers themselves. A Belgian / UK / Irish / Portuguese Partnership developed a comprehensive model to evaluate the effectiveness of pre - vocational training programmes which is now capable of general application. An article about this model was included in the 1991 ***PETRA*** Yearbook. ■

## Developing new forms of vocational guidance

Two partnerships had aspects of vocational guidance as the topic of their cooperative actions. The first surveyed the views of young people in Belgium, Italy and the United Kingdom about the role and impact of current guidance provision. The main outcome was that, in order to enhance its impact, more attention should be

paid to integrating guidance activities into the secondary school curriculum and to interesting young people in career choices at an earlier stage of their education. In the second, French - Italian partnership the main activity was the translation and adaptation of French guidance materials, specially developed for disadvantaged early school leavers, for use with Italian young people.

The impact of these and other outcomes on policy development at national or European level is often indirect. Nevertheless some partnerships have reported promising developments in this respect. In Luxembourg, the stock taking activities in relation to the availability of education and training participation statistics led to a discussion with the policy makers about the need for, and value of setting up a national level monitoring system. Also, in a Danish report it is stated that

*" The **PETRA** project has in our case led to the promotion and initiation of a national study on the issue of 'training of trainers' which will, we hope, help to put this issue on the agenda of the national debate about vocational training!"* ■

## Enhancing quality and policy impact of research on training

The second objective of the ***PETRA*** Research partnerships is, to help improve the quality of research on training issues by providing opportunities for in-depth discussions between researchers. In the reports, a great many instances are cited of these kinds of outcomes which span a wide spectrum of activity.

Early school leaving has already been mentioned as a topic on which researchers had to reach transnational agreement in order to be able to compare the situation in different Member States. In almost all partnerships, similar discussions took place about their main topics. Often as an outcome of these discussions, extra aspects were added to the national-level studies, e.g. in one case, qualitative elements were added to a purely quantitative study; in another it led to the identification of new possibilities for analysing the collected data. So, the partnerships were directly concerned with developing common concepts and extending research techniques.

One of the most important effects of the partnerships has been the exchange of expertise and "know-how". This has happened in a number of different areas, including methods to evaluate the introduction of new types of training courses, methodologies to study pre-vocational training courses, strategies to monitor training and labour market participation rates and issues related to guidance provision. Many research institutes reported that discussions with colleagues from other Member States 'forced' them to see some 'familiar national issues' in a new perspective:

*"The significance of the almost complete absence of 'alternance' part-time education-work arrangements in our country becomes clear only in comparison with the situation in the Member States of our partners; the differences in apprenticeship arrangements become equally clear in such comparisons".*

This experience often enabled the researchers to use their own situation with fresh eyes to come up with new innovative and stimulating ideas for policy development.

Taking part in ***PETRA***, with its resulting 'entrée' to a multi - national network, has had a positive effect upon the image and status of the participating institutes and has helped promote new research and further cooperation. Some institutes indicate that involvement in ***PETRA*** led to the launch of additional studies. One institute states that

*"three pieces of research have been or are currently undertaken as a direct result of the **PETRA** Programme"*

while another reports that

*"we are now evaluating the apprenticeship system in our country .... this fact is a result of previously established work contact within the frame-work of the **PETRA** Programme".*

The majority of the institutes have indicated that contacts with their partners will continue after funding by the Commission has ended. In a number of cases, these contacts grew beyond the particular topic of the Partnership and beyond the institutes involved,

*"some of our contacts have already led to further exchanges beyond the **PETRA** Programme".*

In achieving these positive outcomes, a number of obstacles had to be overcome in many partnerships. These included difficulties involved in defining a common ground upon which to base a piece of joint research, reaching agreement on the research approach to be used, finding a common working language, solving staff replacement problems and securing sufficient funding for research projects. Also, many partnerships considered the two years available for planning and executing joint activities as too short a period to exploit the potential of the transnational cooperation. ■

The concluding stages of the first group of ***PETRA*** Research Partnerships coincided with the start of the second group of partnerships. In the Spring of 1991, Member States' authorities nominated 32 research institutes. This group was distributed over four new Research themes:

- qualitative aspects of alternance-based vocational training;
- models for planning training provisions at regional level;
- effectiveness of new curriculum models for initial training;
- impact of 'training for enterprise' programmes.

Representatives of the research institutes met at a contact workshop in Luxembourg in October 1991. In the introduction, a number of the practical messages coming out of the first group were presented by researchers who had actually participated in the day to day work of these partnerships.

As a result of the theme-based discussion, another 14 Research partnerships were launched for the period 1991-1993.

| Joint research issue | | Member States involved in the Partnership |
|---|---|---|
| Theme: Qualitative aspects of alternance-based vocational training | Effectiveness of alternance-based training systems for disadvantaged young people | B-GR-IRL |
| | Links between workplace and training course features, and the acquisition of transferable skills | I-NL-UK |
| | Effects of strategies to co-ordinate in-school and on-the-job training | DK-P |
| | Efficacy of models for alternance-based training in different organisational settings | B-L |
| | Assessment of subject-related teaching/pedagogical skills of teachers and trainers | E-F |
| | Comparative analysis of the role and place of alternance-based training | B-DK-D-E-F-L-P |
| Theme: Models for planning the provision of training at regional level | Links between regional labour market policies and decentralised training policies | B-DK-NL |
| | Effectiveness of mechanisms to plan and provide vocational education and training at regional level | D-NL |
| | Physical and social accessibility of training in remote/rural areas | GR-IRL |
| | Links between employment creation and planning of initial training – the role of evaluative data | E-F-I-P |
| Theme: Effectiveness of new curriculum models for initial training | Extent of use, feasibility and effectiveness of modular vocational training provision (3 Partnerships) | D-L/E-F/NL-UK |
| Theme: Impact of »training for enterprise« schemes | Effectiveness of »training for enterprise« schemes in assisting labour market entry of young people | B-I-UK |



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These partnerships will submit their final report by the summer of 1993. On the basis of the quality of their interim reports, it is expected that this second group of partnerships, like the first one, will leave a long-lasting imprint both on the development and implementation of training policies and on the quality of research on training issues. ■

Allen Mercer :

## The Formative Years

*The second phase of the **PETRA** Programme was implemented very rapidly because it was possible to build on what had already been established during the first phase. Allen Mercer of the Petra Youth Bureau, summarises the results of this first phase of **PETRA** based on the Commission's report which was submitted to the Council and the European Parliament, in 1992.*

### The Objectives of the ***PETRA*** Programme

The Programme had a comprehensive set of common objectives which can be summarised under three points :

- to support the policies and activities of Member States which are aimed at ensuring that all young people in the Community who so wish, receive one year's or if possible, two years' vocational training in addition to their full- time compulsory education;

- to support and supplement activities at national level which are intended to improve the provision of vocational training, raise its standards and quality, and enhance the capacity of vocational training systems to adapt to rapid economic, technological and social change;

- to add a Community dimension to the design and implementation of vocational training policies in the Member States.

### The Structure of the Programme

The Community Action implemented under this phase of ***PETRA*** included :

- the creation and development of a European Network of Training Partnerships (ENTP), to encourage practical transnational co-operation;

- support for Youth Initiative Projects (YIPs) ie., innovative projects in which young people themselves are mainly responsible for the planning, organisation and implementation;

■ the development of transnational co-operation at Community level in research related to vocational training;

■ exchange of vocational training specialists between the Member States;

■ the organisation of dialogue and review of the implementation of the Programme especially between policy-makers and the social partners.

From the start, the management of the Programme involved close cooperation with Member States, as Member States appointed a group of senior officials to assist the Commission to implement the Programme. In addition, the Commission provided support for technical assistance in Member States and arranged for Community-level technical support to be provided, on a contract basis, by a ***PETRA*** office in Brussels. Responsibility for the exchange of vocational training specialists was given to the European Centre for the Development of Vocational Training (CEDEFOP) in Berlin. ■

## The Programme (1988 - 1991) in Facts and Figures

The Council Decision of 1987 did not contain any reference to the amount estimated as necessary for the implementation of the Programme, and so the Community's financial support was proposed, on an annual basis. The actual expenditure incurred on the Programme was 39.99 MECU (1988 : 6.83 MECU; 1989 : 9.55 MECU; 1990 : 8.73 MECU; 1991 : 14.88 MECU).

Between 1988 and 1991, a total of 403 training projects were admitted to the ENTP, and special support was granted to 35 development projects in the supra-priority regions in Greece, Spain, Ireland and Portugal to help these Member States obtain maximum benefit from the Programme. In 1991, 50 additional projects were launched with an explicit aim of exploring new areas and problems to be faced in the enlarged phase of ***PETRA*** to be implemented as from 1992. The total number of projects supported under these parts of the Programme is shown in the following table. In addition, during the same period, 575 Youth Initiative Projects and 73 Research Projects were financed.

Young people directly involved in training, guidance or exchange activities taking place within the framework of transnational training partnership-distribution by year of operation

| | Year | Total No. Involved | Gender | | Age | | | From disadvantaged socioeconomic background[1] |
|---|---|---|---|---|---|---|---|---|
| | | | M | F | 15-19 | 20-24 | 25-29 | |
| | 1988 | 7,637 | 4,755 | 2,882 | 6,190 | 1,306 | 141 | 1,746 |
| | 1989 | 11,061 | 6,054 | 5,007 | 9,176 | 1,590 | 295 | 2,731 |
| | 1990 | 16,991 | 8,539 | 8,452 | 10,946 | 2,334 | 3,711 | 6,863 |
| Total Community | | 35,689 | 19,348 | 16,341 | 26,312 | 5,230 | 4,147 | 11,340 |

1) including socially disadvantaged young people (immigrants, travellers, young people in residential care, young people with a criminal record);young unemployed; young people without any educational/vocational achievements; mentally or physically handicapped young people

Statistical data on the number of people involved in the ENTP is at present incomplete. A survey carried out at the end of 1990, amongst 270 projects admitted to the Network during the period Autumn 1988 - Spring 1990, gives some indication of the quantitative development of the Network during this period (return rate for completed questionnaires : 86%):

Projects forming part of, or complementing, the work of the ENTP (1988 - 1991)

| Member State | B | DK | D | GR | E | F | IRL | I | L | NL | P | UK | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ENTP | 26 | 20 | 54 | 22 | 52 | 45 | 23 | 50 | 18 | 22 | 25 | 46 | 403[1] |
| Development projects | | | | 10 | 9 | | 7 | | | | 9 | | 35[1] |
| Additional projects | 3 | 4 | 8 | 2 | 2 | 7 | 4 | 5 | 2 | 3 | 1 | 9 | 50[2] |
| Total | 29 | 24 | 62[3] | 34 | 63 | 52 | 34 | 55 | 20 | 25 | 35 | 55 | 488[4] |

1) Financial Community support for ENTP and Development projects was normally granted at equal level for all projects in the respective category.

2) The level of financial Community support differed between the individual projects, depending on their size and type of activity.

3) In addition, special support was made available for projects in the new »Länder« of the Federal Republic which are not included in the total shown in the table.

4) Many projects worked with partners in other Member States who were not financially supported under ***PETRA***; other projects were admitted to the ENTP, on proposal of their national authorities, without requiring financial support from the Community. These are not included here; the actual number of all projects in this part of the Programme is well over 500.

In terms of the young participants, ***PETRA*** succeeded in delivering opportunities to almost equal numbers of young men and young women in both ENTP and Youth Initiative Projects. In the ENTP projects, approximately one third of the total number of participants had a "disadvantaged socio-economic or educational background" and in a survey carried out in 1990, such young people represented 44% of all participants in YIPs funded in 1989.

The number of staff involved in projects in the above table was 8,435 and, in addition, up to 600 training specialists from all Member States benefited from thematic study visits organised by CEDEFOP.

However, all figures for participants do not include data on the continued activities in 1991 of the projects in the 1990 survey, nor on the more than 200 new projects which were funded in 1991. Using the available data as a basis for estimates, it can be concluded that, for the whole period 1988-1991, the number of participants directly involved in the ***PETRA*** transnational training partnerships exceeded 60,000 young people, and 10,000 staff. ■

## Raising Participation

Although the youth unemployment rate for under 25 year olds in the Community fell from its 1988 figure of 19.6% (5.2 million) to 17.5% (4.5 million) in 1991, it nevertheless remained twice as high as the overall rate (9.8% in 1988 and 8.8% in 1991). Young women are still more likely to find themselves unemployed, and school leavers without a qualification continue to form a group of young people for whom the risk of unemployment is twice as high as for those having a qualification. There is no doubt therefore, that in all Member States, successful basic education and initial vocational training provide a real key to young people's integration into the labour market. Since the adoption of the Decision, several Member States have taken specific types of action aimed at increasing the number of young people in initial training so as to ensure that the highest possible number of new entrants to the labour market have a recognised vocational qualification.

Fixing quantitative targets for participation means that in France, the policy aim is that three out of four young people should obtain a qualification at Baccalauréat level. In Spain, retaining 80% of all young people in school up to the age of 18 is the target for the year 2000. Whereas in the U.K., it is intended by 1997 that 80% of all young people should attain the National Vocational Qualification at level 2 (Basic Craft) or its academic equivalent.

Establishing an entitlement to take part in vocational training, was reflected in the Dutch Government's announcement that people of all ages should have the right to obtain a starting qualification. In Portugal, the Government and the Social Partners have agreed that every effort will be made to ensure an offer of at least one year's vocational training after compulsory schooling. In the U.K.,those who have not found employment on leaving school have the right to training of one or two years' duration under the Youth Training Scheme.

Extending the provision of initial vocational training has resulted in the development of the existing apprenticeship systems in Denmark, France, Netherlands and Portugal. In Portugal, new vocational schools have been established and in Greece, new institutes for vocational training have been set up.

Raising the status of vocational training or making it more accessible is an objective of many actions and the German initiative offering new vocational training opportunities to gifted young people and "Progetto 92" in Italy have tackled head - on the promotion of equality of status between vocational and post-compulsory general education.

***PETRA*** projects were involved in many of these and other actions. The main contribution offered by these projects was their attempt to add a Community focus to major national initiatives aimed at increasing youth participation in vocational training by offering the experience and the outcomes of their transnational co-operation.

In 1990, the Commission's interim report on ***PETRA*** highlighted the considerable disparities between individual Member States regarding the number of young people retained in full or part-time education and training at the age of 16. Now, however, the participation of 16/17 year olds in all Member States has risen by an annual average of between 0.5% and 4.3% of the total age group according to the Member State (except in Germany, where retention rates were already close to 100%). If we look at the participation rates for 17 year olds in 1986 as compared with the present, we can note two interesting points :

■ whilst only one third of Member States retained more than 80% of this age group in education and training in 1986, there are now 7 Member States which have reached or surpassed this benchmark (B,DK,D,F,IRL,I and NL);

■ the disparities between Member States have decreased (although they are still considerable). Belgium and France now show figures very close to those of Germany, and in all other Member States retention rates have increased.

Over the last few years, considerable efforts have been made in all Member States - whether supported or informed by the actions of the ***PETRA*** Programme, or in parallel with them - to improve training provision for young people. So far, much of the progress achieved has had its main impact on the qualitative as opposed to the quantitative aspects of training. In statistical terms, many of the effects will only become visible at a later stage. ■

Qualitative improvement of training provision forms a central part of reforms or new legislation launched in a number of Member States. These initiatives differ in approach and encompass a wide variety of objectives and specific actions. A common element, however, is their attempt to introduce greater breadth into vocational courses. Such initiatives have included strengthening of the role of part-time training centres in Belgium, "Module 2" courses in Spain and the law on "Technical secondary education and further vocational training" in Luxembourg. In some cases reforms also involved more decentralisation of management and finance (DK, NL, P, UK) and more autonomy for individual establishments (I).

The principal factor in determining standards in initial vocational training is the quality of the teaching and training staff. Some of the ***PETRA*** Research Partnerships focused on this issue but, within this field, the widest range of activity took place within the ENTP. The majority of projects used the opportunities available to them through transnational partnerships to exchange staff and carry out joint staff training activities. The 10.000 or more trainers, teachers and tutors who have now participated in the first phase of the Programme are able to apply this European experience, and thus underpin the implementation of reform activities in their own Member States.

***PETRA*** projects therefore, form a pool of innovative experience and advanced expertise in their respective fields. They have demonstrated their potential to help achieve progress by offering high quality models which are enriched through their experience of transnational co-operation. ■

## Enhancing the Adaptability of Initial Vocational Training to Change

All of the reform initiatives mentioned above are also clearly aimed at adapting initial vocational training to changing needs. In particular, the decentralisation of responsibility for providing vocational training has helped to make such training more responsive to local and regional requirements. In a number of Member States (DK, GR, NL, P, UK) these developments are supported by new approaches to involving industry and the social partners more actively and in a more effective way in the definition of skills needs, vocational profiles and curricula.

In the Programme, some of the Research Partnerships worked on new models for more effective planning of training provision at regional level. The ENTP and YIPs have also developed approaches to enhancing more "transversal" skills which increase young people's capacity to adapt to changing requirements in the

workplace. New experience was gained, through the work of the ENTP, with the joint development and implementation of training units or modules covering specific context topics. Finally, the ENTP made a major contribution to highlighting practical ways of meeting the various needs and changes with regard to training in a new evolving Community context. ■

## Developing a Community Dimension in Initial Vocational Training.

A number of Member States have deliberately explored the opportunities offered through ***PETRA*** to introduce or reinforce a Community dimension in their initial training provision. In Denmark, amendments were prepared, and voted in February 1992, to the 1989 Vocational Training Act, adding a European dimension to it. Similarly, in 1992, the Dutch Government published a discussion paper to outline its new policies for the internationalisation of education and training. In January 1993, a new Italian law established a set of legal provisions for work experience placements to be undertaken by young people who have completed compulsory education. The law also states that these provisions should equally apply to all Community citizens undertaking a work experience placement in Italy, particularly in the framework of Community programmes. The experience gained through the transnational work of the ENTP has directly contributed to these developments and other Member States have used their ENTP projects to provide a "Community window" in national reform initiatives.

Through ***PETRA***, the Community has played a particularly active role, since 1988 in the development of transnational training placements for young people. Evidence from the development of the ENTP indicates that only few training establishments have experience in this field but ***PETRA*** has offered opportunities for exchange and transnational cooperation to young people and operators in initial training which, in this form, are not, or only to a lesser extent, provided through national initiatives. The Programme has helped to broaden the small base of experience, by tackling the organisational, linguistic and other problems to be faced in the implementation of transnational vocational exchanges, and by disseminating information on good practice.

By publishing and providing financial and technical support to transnational exchanges, the Programme has provoked an upsurge of interest, at all levels in the training world, in Community aspects of training and in cooperation with partners in other Member States. Through its operations the Programme has lowered the threshold of access to cooperative work in the Community for many training institutions which had little or no experience in this field, and has directed their

attention to European needs of training. In a large number of training partnerships, this has led to the joint development and application of curricula and training materials. In some of the partnerships, where young people completed a jointly-developed new training module in another Member State, the results were fully credited as part of a vocational qualification by all Members States participating in the respective partnership.

In all Member States, enterprises were encouraged to take an active part in the Programme and through their involvement, firms were able to develop European experience amongst their staff. Some professional organisations, chambers etc., and regional authorities, were using the framework provided by ***PETRA*** to create or develop their own networks for transnational cooperation especially in border regions, but also between more remote parts of the Community. ■

## Improving Cooperation within Member States and Transnationally.

Cooperation and coordination between different types of training provision, and between different partners involved, especially vocational schools, firms and the social partners, has been an issue of continuing concern in a number of Member States. These linkages have been strengthened by the type of national reforms mentioned above. In implementing the ***PETRA*** Programme, applications have been encouraged from projects which reflect the same linkages at regional or local level.

Within the ENTP, the involvement of a number of different project partnerships provided access to a broad range of different types of expertise and European experience. Some of the projects have developed permanent links which will continue after Community funding has expired. This European experience was both enhanced and disseminated through the projects' links with the local and regional consortia in their catchment area.

Furthermore, by networking projects throughout the Community ***PETRA*** has created practical facilities to promote cooperation between the more advanced and the less developed regions, and between South and North. ■

## Encouraging more diversified forms of Vocational Guidance

The improvement of guidance provision requires particular attention in Member States and at Community level in view of the rapid changes in the world of work, the training systems, and the enlarged Community context in which they develop. In Germany, considerable progress has been achieved in establishing trans-border co-

operation and in preparing for a more effective exchange of guidance data with other Member States. In Italy, a new National Council is now concerned with the development of educational and vocational guidance. In the United Kingdom, new guidelines have been issued for developing Careers Service Partnerships in a more comprehensive and more responsive approach to vocational guidance.

In the Programme, ENTP projects developed a variety of materials and methods both for use in training institutions or by specialised guidance services and created networks for exchange of guidance data. A large number of YIPs provided accessible local information services for young people. Some of the transnational Research Partnerships focused on the effectiveness of guidance methods and on new models to meet the guidance needs perceived by young people. Most of this work was of a pilot nature but its results can now inform reform initiatives in the Member States and the new activities within the framework of Action III of the enlarged phase of ***PETRA***. ■

## ***PETRA***'s Strategic Role

Some of the outcomes of the ***PETRA*** Programme in terms of practice and policy have been described above. As far as practice is concerned, the structure, organisation and project management which had been introduced at both Community and Member State level provided a firm foundation for the implementation of the second phase of the Programme. Within the context of the completion of the internal market and the intensified debate on human resource development for the Community, ***PETRA*** has evolved to form a coherent unified framework for Community action in the field of initial vocational training and all forms of youth training leading to a recognised qualification. So, in this way, the Programme fulfils a strategic role in the development of Member State and Community policy on initial vocational education and training. ■

Note: The Report from the Commission on the implementation of the ***PETRA*** Programme COM (93) 48 final is available from the Petra Youth Bureau.

## ***PETRA*** Advisory Committee

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## ***PETRA*** at a glance

***PETRA*** is the European Community Programme in support of the initial vocational training of young people and their preparation for adult and working life. Its aim is to complement and support Member States' policies in order to raise the standards and quality of initial vocational training, through specific actions at Community level. The Programme was set up in 1988 and a second phase, launched in 1992, will run until the end of 1994.

The various elements of the Programme: ***PETRA*** aims to benefit young people, up to and including age 27 who have completed compulsory schooling and are permanently resident in a Member State. The Programme provides financial and technical support to assist :

- young people in initial vocational training (Action Ia), young workers, young unemployed and young people in advanced programmes (Action Ib) to take part in training and work experience placements in another Member State;
- training bodies, enterprises and trade unions to benefit from the work of the European Network of Training Partnerships (ENTP) in which transnational partnerships develop training modules for young people and training of trainers programmes (Action II, Network);
- groups of young people to develop their own Youth Initiative Projects in training and related guidance and job creation activities (Action II, YIP);
- Member States to set up working links between national systems for vocational guidance and for training of guidance counsellors (Action III);
- a series of complementary information, dissemination and study activities to be undertaken.

Numbers of projects and participants: In 1992 , approximately 8,760 young people took part in training and work experience placements in another Member State and provision has been made for 10,415 placements in 1993. 154 projects joined the European Network of Training Partnerships in 1992. A further 169 projects were admitted to the Network in 1993 and also 13 Youth Initiative Projects were offered the opportunity to establish transnational partnerships. In 1992, 173 YIPs received finance and a similar number is expected to be supported in 1993.

As far as gudance activity is concerned, a Community network of national information centres has been established with at least one centre in each Member State. Similarly, at least one agency or project in each Member State has received

finance to enable it to participate in transnational partnerships for the further training of guidance counsellors. Three such partnerships have been created from the 15 projects involved. In 1993, 32 Research institutes are finalising their joint activities in 14 partnerships working on four themes relevant to the improvement of vocational training policies.

The Programme budget: The Council Decision which established the enlarged ***PETRA*** Programme contains a budget estimate of 177 million ECU (MECU) for the three years 1992-1994. However, the actual annual budgets were 29 million MECU in 1992 and 35.496 MECU in 1993. In accordance with current Commission practice, the technical assistance costs in 1993 have been included in Part A of the Commision's budget and therefore, the figure of 35.496 MECU only represents operational expenditure. The distribution of this sum to the different elements of the Programme, in 1993 is as follows : placements, 17.702 MECU; projects in the ENTP, 10.920 MECU; YIPs, 1.154 MECU; vocational information and guidance, 2 MECU; complementary measures including research, studies, conferences, 3.72 MECU.

Organisation and operation of the Programme: The Commission of the European Communities, through the Task Force Human Resources, has overall responsibility for the ***PETRA*** Programme. It is assisted by an Advisory Committee of representatives of Member States and of European employer and trade union organisations. National Coordination Units (NCUs) have been set up by all Member States to provide technical assistance for the operation of the Programme at national level. The Commission has established the Petra Youth Bureau in Brussels to provide Community level technical assistance.

How to participate in the Programme: For application forms and details please contact the appropriate National Coordination Unit in your Member State. You will find a listing of these NCUs in the preceding pages.

General information: There is a ***PETRA*** mailing list of some 17,000 individuals and organisations who receive details of the ***PETRA*** Publications when these are produced. A ***PETRA*** exhibition is also on tour throughout the year. ***PETRA***SYS, a database on the Programme's projects is maintained and updated on the basis of questionnaires returned by the projects each year. Also information will be available shortly on the placements which have been undertaken in 1992.

For more detailed information on any aspect of the ***PETRA*** Programme, please contact the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth (200 rue de la Loi, B-1040 Brussels) or the Petra Youth Bureau. ■

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